DOCUMENT RESUME

ED 481 309 IR 058 837

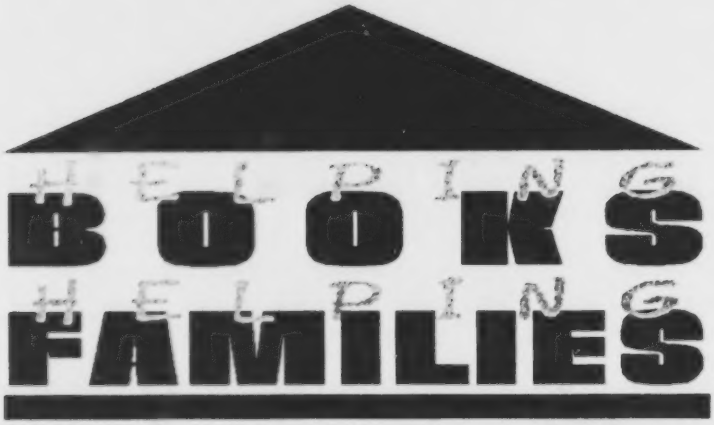
AUTHOR	Baycich, Dianna; Cooper, Robin Echols; Burrier, Carolyn M.; Gotwald, Karen; Lombardo, Cindy; Nalepa, Laurie; Nespeca, Sue McCleaf; Norman, Cathy; Petruzzi, Tony; Gildone, Stephanie; Nyman, Pam; Fathman, Robert E.; Stephens, Brad
TITLE	Helping Books Helping Families: A Picture Book/Storytelling/Discussion Program.
INSTITUTION	Ohio State Library, Columbus.
PUB DATE	2003-00-00
NOTE	102p.
AVAILABLE FROM	For full text: http://winslo.state.oh.us/services/LPD/hbhfmanual2.pdf/.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC05 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; *Family Involvement; *Library Services; *Outreach Programs; Parent Participation; Public Libraries; *Reading Motivation; *Reading Programs; School Libraries
IDENTIFIERS	Book Clubs; Family Activities; Ohio; *Reading Groups

ABSTRACT

Helping Books Help Families (HBHF) is a book discussion program developed by the State Library of Ohio to be instituted by public and school libraries in the state of Ohio. The focus of the program is to promote reading with three groups: families as a group, to parents alone as role models for reading, and to students in school libraries. There are three separate theme units in this manual designed to accompany the program: "Families Talk," "Parents Talk," and "Students Talk." HBHF is structured as a four to six week Picture Book/Storytelling/Discussion program. Though it is expected to be held at the library, those responsible are encouraged to partner with schools, daycares, Headstarts, Evenstarts, ABLE (Adult Basic Literacy Education) providers and other organizations in the community in all aspects of the program--from planning, to promoting, to securing funds. Contents include: Reviewer Form; Mission, Goals, & Copyright Use; Description of Program; Program Structure; HBHF Terminology; HBHF Staffing-Key Roles; HBHF Program Components (Families Talk Themes, Parents Talk Themes, and Students Talk Themes); Publicity and Promotion; Outreach and Networking Tips; Funding and Grantwriting; Evaluation; and Support Resources. Appendixes include: information and resources on discussing books with families and Ohio organizations/contact information. (AEF)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 481 309



A Picture Book/Storytelling/Discussion Program

A Project of the State Library of Ohio
274 East First Avenue, Suite 100
Columbus, Ohio 43201

Program Coordinator
Ruth Metcalf, Library Development Consultant, SLO

Manual Developed by:
The Helping Books Helping Families Advisory Committee:
Dianna Baycich, Ohio Literacy Resource Center
Robin Echols Cooper, Storyteller/ Performing Artist
Carolyn M. Burrier, Youth Services Coordinator, Akron-Summit County Public Library
Karen Gotwald, Education Consultant
Cindy Lombardo, Director, Orrville Public Library
Laurie Nalepa, Children's Librarian, Portage County District Library

Parents Talk Portion Written by:
Sue McCleaf Nespeca, Kid Lit Plus Consulting

Families Talk Portion Written by:
Cathy Norman, Youth Services Librarian, Fairport Harbor Public Library
Tony Petruzzi, Children's Services Coordinator, Morley Public Library

Students Talk Portion Written by:
Stephanie Gildone, Youth Services Librarian, Conneaut Public Library
Pam Nyman, Youth Services Librarian, Conneaut Public Library

Special Assistance From:
Dr. Robert E. Fathman, Clinical Psychologist
Brad Stephens, Technology Coordinator, NOLA Regional Library System

IR058837

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M.S. Lucas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

©State Library of Ohio 2002

HELPING BOOKS HELPING FAMILIES
TABLE OF CONTENTS

Acknowledgements	Page 1
Helping Books Connection Reviewer Form	Page 2
Mission, Goals, & Copyright Use	Page 3
Description of Program	Page 4
Program Structure	Page 5-14
HBHF Terminology	Page 15
HBHF Staffing - Key Roles	Page 16-21
- Coordinator/Host	Page 17
- Storyteller	Page 18
- Discussion Facilitator	Page 19
- Specialist	Page 21
HBHF Program Components	
Families Talk Themes	Page 22-35
- Guidelines	Page 22
- Sample Agenda	Page 24
- Introductory Session	Page 25
- Thunder Claps! Being Afraid and Facing Fear	Page 26
- Cross My Heart! Honesty	Page 28
- What Goes Around Comes Around! Compassion and Kindness	Page 30
- Knuckle Sandwiches! Bullies and Teasing	Page 32
- Swimming Against the Tide! Self Image	Page 34
Parents Talk Themes	Page 36-50
- Guidelines	Page 36
- Sample Agenda	Page 38
- Behavior	Page 39
- Bullies and Teasing	Page 41
- Feelings	Page 43
- Honesty	Page 45
- Self-Esteem and Self Image	Page 47
- Similarities and Differences/Individuality	Page 49

©State Library of Ohio 2002

Students Talk Themes	Page 51-67
Guidelines	Page 51
Sample Agenda	Page 53
Bullying	Page 54
Anger Management	Page 58
Honesty	Page 63
Publicity and Promotion	Page 68-75
Publicity Guidelines/Suggestions	Page 68
Promotion Tips	Page 69
Sample Teacher Letter	Page 70
Photographer Release Form	Page 72
Parents Talk Press Release	Page 73
Families Talk Press Release	Page 74
Sample PSA's	Page 75
Registration Forms	Page 85
HBHF Bookmarks	Page 86
Outreach and Networking Tips	Page 76
Funding and Grantwriting	Page 78-84
Funding/Grant Possibilities	Page 78
Grantwriting Resources	Page 79
Budget Considerations	Page 80
Sample Donation Letter	Page 81
Grant Writing Suggestions	Page 82
Evaluation	Page 85-89
Overview of Evaluation	Page 85
HBHF Preliminary Survey	Page 86
HBHF Post Surveys	Page 87
HBHF Follow-Up Survey	Page 89
Support Resources	Page 90-94
Resource People	Page 90
Books	Page 91
Storytelling and Websites	Page 92
Appendices	Page 95-99
Appendix A - Discussing Books With Families	Page 95
Appendix B - Organizations/Contact Information	Page 97

©State Library of Ohio 2002

HELPING BOOKS HELPING FAMILIES

ACKNOWLEDGEMENTS

The HELPING BOOKS HELPING FAMILIES Committee wishes to acknowledge the dedication and hard work of Brad Stephens, Technology Coordinator for NOLA Regional Library System. Brad has worked tirelessly to coordinate and organize the HELPING BOOKS CONNECTION website. Without his expertise, we would not have this wonderful tool to complement the HELPING BOOKS HELPING FAMILIES manual.

The State Library of Ohio also wishes to acknowledge the HELPING BOOKS HELPING FAMILIES Committee and especially, Tony Petruzzi, Cathy Norman, Cindy Lombardo, and Sue McCleaf Nespeca for many long hours of work on this manual. Without the vision of these dedicated Librarians, this program would not have become a reality.

Finally, we wish to thank the Ohio Library Council for their assistance in making this program become a reality.

BEST COPY AVAILABLE

©State Library of Ohio 2002

HELPING BOOKS CONNECTION

Supporting the Helping Books/Helping Families Program

Good literature is key to good discussion. Thus, the vital task of supplying quality book reviews for the **HELPING BOOKS CONNECTION** database is important to the success of each discussion program in this manual. The OLC Helping Books Taskforce wishes to invite persons with access to good books and who have book selection skills to participate in entering reviews into this on-going database.

The web site: http://www.helpingbooks.lib.oh.us/home.htm contains helpful information under "scope and function" and "sample reviews" to guide a person in the process of reviewing appropriate titles for this project. Please visit the site to review this material. You may contact Tony Petruzzi, Task Force Chair for further information at petruzto@oplin.lib.oh.us. You may also wish to fill out the form below and send it to: Tony Petruzzi, Morley Library, and 184 Phelps St. Painesville, Ohio 44077

The following reviewers have made a significant contribution in making this database the useful on-line tool that it is:

Cathy Norman, Youth Services Librarian, Fairport Harbor Public Library
Ellen Kayser, Outreach Librarian, Wood County District Library
Cindy Lombardo, Director, Orrville Public Library
Carolyn Burrier, Youth Services Coordinator, Akron Summit County Public Library
Laurie Nalepa, Children's Librarian, Portage County District Library

And to Brad Stephens, Technology Coordinator, NOLA Regional Library System, for hosting the site as well as providing the time and knowledge for developing and maintaining the site.

HELPING BOOKS CONNECTION

Reviewer Form

Name_____

Position_____

Address_____

E-mail_____ phone_____

©State Library of Ohio 2002

BEST COPY AVAILABLE

MISSION STATEMENT

The mission of HELPING BOOKS HELPING FAMILIES is to provide a model program for use by Ohio public and school libraries in the state of Ohio to support families in their endeavors to use children's literature to:

- reinforce positive values being taught in the home
- deal with universal sensitive issues
- promote discussion around these topics using literature as a catalyst.

GOALS

1. To provide a manual with information that will allow librarians to replicate a picture book/storytelling/book discussion program for the following groups:
    - Families
    - Parents
    - Students
2. To help schools and community organizations promote character education.
3. To recognize the important role libraries play in family literacy.
4. To support the use and expansion of the Ohio Library Council's Helping Books Connection website (http://www.helpingbooks.lib.oh.us/home.htm).

COPYRIGHT AND USE STATEMENT

Use of the **HELPING BOOKS HELPING FAMILIES** manual and program is under the copyright ownership of the State Library of Ohio. Although we hope to expand the program as much as possible, we must set limits on copies made of the document in order to maintain the integrity of the program. We request that those wishing to make additional copies of the document, or to utilize the material, request permission from Ruth A. Metcalf, Library Development Consultant, at 1-614-644-6910 or rmetcalf@sloma.state.oh.us . No portion of this program may be sold for profit.

BEST COPY AVAILABLE

©State Library of Ohio 2002

DESCRIPTION OF PROGRAM

HELPING BOOKS HELPING FAMILIES is a book discussion program developed by the State Library of Ohio to be instituted by public and school libraries in the state of Ohio.

REASON FOR PROGRAM

And shall we just carelessly allow children to hear any casual tale which may be devised by casual persons, and to receive into their minds ideas for the most part the very opposite of those which we wish them to have when they are grown up? We cannot. Anything received into the mind at this age is likely to become indelible and unalterable; and therefore it is most important that the tales which the young first hear should be models of virtuous thoughts. (Plato 374 B.C., p.72)

From Plato's time and before, adults have been concerned with molding the minds of the young, and what better way to do so than with books and the discussion of them with families? So the logic goes, at any rate, for as Theodosia Crosse rapturously points out,

"Literature is and has been through the ages the great medium of thought transference. It is the mighty stronghold wherein are kept the gems of intellect. . . . its depths are reflected joy, sorrow, hope, despair—every emotion that recorded life has known" (Crosse, 1928, p. 925).

In today's society, there is great concern about instilling positive moral values for our children. Families want help from schools and libraries on how to teach or reinforce positive values with their children. Parents and caregivers want the best for their children and recognize that situations their children encounter today can be more volatile than those in the past.

There are many books that display positive character traits that parents and caregivers could read and discuss with their children. Though it is not the role of the library to provide character education or bibliotherapy, it is important to have materials to support families and schools in these endeavors. By providing this program, libraries can alert families, teachers, and members of the early care and education community (ECEC) to the fine resources they have available.

In addition to this manual (commissioned by the State Library of Ohio) a database has been established by the Helping Books Connection Task Force of the Ohio Library Council (http://www.helpingbooks.lib.oh.us/home.htm). This web site contains a wide variety of themes, with reviews of books, and will be useful to librarians, teachers, and families. The HELPING BOOKS CONNECTION website is intended to complement the HELPING BOOKS HELPING FAMILIES program and to be used in conjunction with it.

BEST COPY AVAILABLE

©State Library of Ohio 2002

PROGRAM STRUCTURE

The focus of the HELPING BOOKS HELPING FAMILIES program is to promote reading with three groups: families as a group, to parents alone as role models for reading, and to students in school libraries. There are three separate theme units in the manual as outlined; FAMILIES TALK, PARENTS TALK, and STUDENTS TALK.

The programs, as outlined below, are structured as a four to six week Picture Book/Storytelling/ Discussion program. Though the program is expected to be held at the library, those responsible are encouraged to partner with schools, daycares, Headstarts, Evenstarts, ABLE providers and other organizations in the community in all aspects of the program - from planning, to promoting, to securing funds. More information about partnering will be provided in the section titled "Outreach and Networking Tips." However, the librarian is the primary person responsible for the program and its outcome. We have provided a list of roles and responsibilities to make program planning easier.

The storytelling section of the program is intended to stimulate discussion of the titles and should not be considered a "performance". The librarian can assist with this portion of the program if desired. You may choose to utilize a storyteller for the whole program or only as a kick-off or closing event.

As an added dimension to the project, especially for the parent and caregiver, librarians may wish to utilize an early childhood educator, child psychologist, child counselor or therapist to conduct the discussion. However, the librarian may also have the qualifications to conduct the discussion.

The program was developed to be used primarily with low income, alliterate, or low literate families so that they would be more aware of the wonderful resources available at the library. Possible audiences for the program are teen parents, grandparents with dependent children, families in homeless shelters, Head Start or Even Start parents, etc. It is possible that when you target these populations, bilingual programming may be necessary. If so, the use of a translator during the programs is advisable. See the Roles of Key Personnel section for more information. Also, see Appendix B for information on finding translators.

The HELPING BOOKS HELPING FAMILIES program was designed to be flexible in order to accommodate the variety of communities in Ohio that may utilize this program. Through the discussion and sharing of information with family members, parents, or students, participants will engage in building communication as well as reinforcing positive values being taught in the home.

If all the themes are done, the program may last as long as six weeks, but the length of the program may be modified to as few as four weeks. The program is divided into three sections: FAMILIES TALK, PARENTS TALK, and STUDENTS TALK. Librarians may decide to do all three programs, or only one program for their community.

BEST COPY AVAILABLE

©State Library of Ohio 2002

FAMILIES TALK PROGRAM

This program is designed as a family book discussion for parents with their children ages six through nine. Through the group discussion families will learn to share together in story and literature.

It is recommended that the program be done with not more than 15 families. A maximum of 12 books is listed with brief annotations. It is not expected that all twelve books be presented each week. The discussion facilitator chooses a maximum of two titles from the list to present the week's theme with at least one other title for the bridge building or transition activity. As part of the discussion, families discuss books they have read during the week from the list. If time permits the facilitator can give brief annotations on other titles listed. The remaining books on the list for the week could be displayed and used for families to check out. Consult the HELPING BOOKS CONNECTION web site (http://www.helpingbooks.lib.oh.us/home.htm) for other book titles dealing with the themes.

The structure for the program sessions is as follows:

- INTRODUCTIONS
  Distribute nametags and greet participants.
- ONCE UPON A TIME
  Use one of the stories listed to illustrate the week's discussion theme. This is done within the context of the group and NOT as a performance piece.
- BRIDGE BUILDING
  Introduce next week's theme and stories. Tell a brief story that links current week's program with next week's program. Offer a series of open-ended questions for families to think about during the week. Usually this is done by the Discussion Facilitator, which could be paid staff, or the librarian. NOTE: For families who cannot read or who have difficulty reading, the emphasis is on the themes discussed each week. If family members request tutoring, arrangements can be made.
- ADJOURNMENT
  Serve light snacks if desired. Families check out next week's theme titles.

This program could also be implemented in a school library or done as a partnership with your local school library. The program would easily complement existing school programs and educational efforts in support of character education, not to mention the benefits of regular book discussion.

All selections in the FAMILIES TALK themes are adaptable for storytelling which allows for participation or interaction from audience members. Following the list of stories are "Discussion Questions" that may be used in a discussion that is to follow the storytelling segment of the program. You may opt to use a Professional Storyteller or simply share stories as a group. All participants are encouraged to express their ideas and personal stories during this discussion process.

BEST COPY AVAILABLE

©State Library of Ohio 2002

FAMILIES TALK THEMES

The FAMILIES TALK themes also include an opening general session to familiarize families with the idea of the discussion process. There is an Introductory Session plus five FAMILIES TALK themes designed to be done with parents and their children (ages six through nine). You may choose to do an Introductory Session plus all five themes, or adapt to your specific needs. The following list of themes may be used:

INTRODUCTION TO THE PROGRAM

Utilize a Professional Storyteller, if desired, to introduce the concept of sharing and discussion using great children's literature. This is a great way to kick off the program. This introductory session will be unique to your community's needs. Be sure to work closely with the local schools to recruit families, parents, or students to the program. Plan a game or warm-up activity and choose the stories carefully. Utilize this session as a way to transition into the first week's program and to make the audience comfortable with the idea of book discussion.

THUNDER CLAPS! THEME: BEING AFRAID AND FACING FEARS

LITERATURE:

- *WHEN ADDIE WAS SCARED* by Linda and Wendy Bailey
- *FLEDGLING* by Robert Blake
- *TWISTER* by Bailey D. Beard
- *PEPITO THE BRAVE* by Scott Beck
- *SOME THINGS ARE SCARY* by Florence Heide
- *SHEILA RAE, THE BRAVE* by Kevin Henkes
- *BELIEVING SOPHIE* by Hazel Hutchins
- *SHADOW* by Jill Newsome
- *THUNDER CAKE* by Patricia Polacco
- *WILL YOU BE MY FRIEND?* by Nancy Tafuri
- *PROMISES* by Elizabeth Winthrop

CROSS MY HEART - THEME: HONESTY

LITERATURE:

- *MOONBEAR'S DREAM* by Frank Asch
- *A DAY'S WORK* by Eve Bunting
- *THE EMPTY POT* by Demi
- *OLIVIA SAVES THE CIRCUS* by Ian Falconer
- *JAMAICA AND THE SUBSTITUTE TEACHER* by Juanita Havil
- *EDWURD FUDWUPPER FIBBED BIG* by Berke Breathed
- *JAMAICA'S FIND* by Juanita Havil
- *THAT'S MINE, HORACE* by Holly Keller
- *STONE SOUP* by Ann McGovern
- *THE HONEST TO GOODNESS TRUTH* by Patricia McKissack
- *ELINOR AND VIOLET* by Patti Beling Murphy
- *THE STRAY DOG* by Marc Simont
- *THE RED RACER* by Audrey Wood

©State Library of Ohio 2002
BEST COPY AVAILABLE

WHAT GOES AROUND COMES AROUND - THEME: COMPASSION AND KINDNESS
LITERATURE:

- *SOPHIE AND THE NEW BABY* by Laurence Anholt
- *PICNIC IN OCTOBER* by Eve Bunting
- *CITY GREEN* by Dyanne DiSalvo-Ryan
- *GLENNA'S SEEDS* by Nancy Edwards
- *DR. DUCK* by H.M. Ehrlich
- *CHICKEN CHICKENS* by Valeri Gorbachev
- *THE DOORMAN* by Edward Grimm
- *GRANDPA'S SOUP* by Eiko Kadono
- *ENEMY PIE* by Derek Munson
- *BECAUSE BRIAN HUGGED HIS MOTHER* by David Rice
- *THREE STRONG WOMEN* by Claus Stamm
- *HIDING HORATIO* by Udo Weigelt

KNUCKLE SANDWICHES - THEME: BULLIES AND TEASING
LITERATURE:

- *CRICKWING* by Janel Cannon
- *BULLY* by Judith Caseley
- *GOGGLES* by Ezra Jack Keats
- *HOOWAY FOR WODNEY WAT* by Helen Lester
- *BEATEN BY A BALLOON* by Margaret Mahy
- *CLEVER TORTOISE* by Francesca Martin
- *NOBODY KNEW WHAT TO DO* by Becky Rae McCain
- *WINGS* by Christopher Myers
- *ANT BULLY* by John Nickle
- *MR. LINCOLN'S WAY* by Patricia Polacco
- *WHITEWASH* by Ntozake Shange

SWIMMING AGAINST THE TIDE - THEME: SELF IMAGE
LITERATURE:

- *BIG MAMA* by Tony Crunk
- *VERDI* by Janel Cannon
- *CHRYSANTHEMUM* by Kevin Henkes
- *HAPPY TO BE NAPPY* by Bell Hooks
- *THE COLORS OF US* by Kathy Katz
- *SWIMMY* by Leo Lionni
- *STAND TALL, MOLLY LOU MELON* by Patty Lovell
- *MASTER MAN* by Aaron Shephard
- *LIBRARY LIL* by Suzanne Williams
- *DUMPY LARUE* by Elizabeth Winthrop
- *OH THE PLACES YOU'LL GO* by Dr. Seuss

©State Library of Ohio 2002

PARENTS TALK PROGRAM

This program is designed as an educational tool for parents who have young children ages five through eight. Librarians are not Psychologists and are not necessarily equipped to discuss psychological issues. Since the discussions will revolve around topics that are often of concern to parents with regard to their child's psychological needs, it is recommended that the Specialist also handle the role of Discussion Facilitator. Through the group discussion parents will learn how to share with their children and each other in story and literature. Since the program is for parents alone, childcare and activities will need to be provided.

A maximum of six picture books is listed with brief annotations. It is not expected that all six books be presented each week. The Discussion Facilitator/Specialist chooses a maximum of two titles from the list to present the week's theme, with at least one title used for the Bridge Building or transition activity. As part of the discussion, parents discuss books they have read during the week from the list. If time permits the Facilitator/Specialist can give brief annotations on the other titles listed. The remaining books on the list for the week could be displayed for parents to check out. Consult the HELPING BOOKS CONNECTION web site (http://www.helpingbooks.lib.oh.us/home.htm)for other book titles dealing with the themes.

Also provided in the PARENTS TALK themes, are selections that can be told in the mode of "classic storytelling", i.e. without a book. This allows for creativity and provides a different form of story presentation for the audience. The librarian may choose to tell the stories or utilize a professional storyteller for one or more of the sessions.

Following the list of stories for the PARENTS TALK theme units are "Discussion Questions" that may be used in a discussion that is to follow the storytelling segment of the program. All participants are encouraged to express their ideas during this discussion process.

The structure for the program sessions is as follows:

- INTRODUCTIONS
  Distribute nametags and greet parents.
- ONCE UPON A TIME
  Use one of the stories listed under "Classic Storytelling" to illustrate the week's discussion theme.
- LET THE DISCUSSION BEGIN!
  Begin discussion questions using central theme of books for that week. This is done by the Discussion Facilitator/Specialist.
- WHAT HAVE WE LEARNED?
  Discussion Facilitator/Specialist shares with parents key points of the theme and discusses concepts related to their specialty.
- BRIDGE BUILDING
  Introduce next week's theme and stories. Tell a brief story to link current week's program with next week's program. Offer a series of open-ended questions for parents to think about during the week. NOTE: For parents who cannot read or who have difficulty reading, the emphasis is on the themes discussed each week. If parents request tutoring, arrangements can be made.
- ADJOURNMENT
  Serve light snacks if desired. Parents check out new theme titles.
  The program could also be done as a separate workshop or in-service for the Early Care and Education Community (ECEC).

©State Library of Ohio 2002
BEST COPY AVAILABLE

PARENTS TALK THEMES

There are six PARENTS TALK themes designed to be used with parents of children ages five through eight, as an instructional tool in learning to model reading and storytelling. The following list of themes are used:

THEME: BEHAVIOR
LITERATURE:

- *HOW TO LOSE ALL YOUR FRIENDS* by Nancy Carlson
- *BAD HABITS! OR THE TAMING OF LUCRETZIA CRUM* by Babette Cole *HAPPY BIRTHDAY TO YOU, YOU BELONG IN A ZOO!* by Diane DeGroat
- *BIG BAD BUNNY* by Alan Durant
- *I LIKE YOUR BUTTONS* by Sarah Lamstein
- *NO, DAVID!* by David Shannon

CLASSIC STORYTELLING:
"THE GREAT LION AND THE TINY MOUSE" from *TELL IT AGAIN!* by Rebecca Isbell

THEME: BULLIES & TEASING
LITERATURE:

- *BULLY* by Judith Caseley
- *JEROME CAMPS OUT* by Eileen Christelow
- *HOOWAY FOR WODNEY WAT* by Helen *Lester*
- *CLEVER TORTOISE* by Francesca Martin
- *NOBODY KNEW WHAT TO DO* by Becky McCain
- *WINGS* by Christopher Myers
- *ANT BULLY* by John Nickle
- *YOKO* by Rosemary Wells

CLASSIC STORYTELLING:
"THE THREE BILLY GOATS GRUFF" from *TELL IT AGAIN!* by Rebecca Isbell

THEME: FEELINGS
LITERATURE:

- *WHEN SOPHIE GETS ANGRY - REALLY, REALLY ANGRY* by Molly Bang
- *TODAY I FEEL SILLY AND OTHER MOODS THAT MAKE MY DAY* by Jamie Lee Curtis
- *GLAD MONSTER SAD MONSTER* by Ed Emberley *SOME THINGS ARE SCARY* by Florence Parry Heide
- *WEMBERLY WORRIED* by Kevin Henkes
- *SOMETIMES I FEEL LIKE A MOUSE* by Jeanne Modesitt
- *MY MANY COLORED DAYS* by Dr. Seuss
- *JUBAL'S WISH* by Audrey Wood

CLASSIC STORYTELLING:
"BIG CITY MOUSE, SMALL TOWN MOUSE" from *TELL IT AGAIN!* by Rebecca Isbell

©State Library of Ohio 2002

THEME: HONESTY
LITERATURE:

- *ARTHUR AND THE TRUE FRANCINE* by Marc Tolan
- *A DAY'S WORK* by Eve Bunting
- *JINGLE BELLS, HOMEWORK SMELLS* by Diane DeGroat
- *OLIVIA SAVES THE CIRCUS* by Ian Falconer
- *THAT'S MINE, HORACE* by Holly Keller
- *THE HONEST TO GOODNESS TRUTH* by Patricia McKissack

CLASSIC STORYTELLING:
"THE BOY WHO CRIED WOLF" from *TELL IT AGAIN!* by Rebecca Isbell

THEME: SELF ESTEEM
LITERATURE:

- *A. LINCOLN AND ME* by Louise Borden
- *ARTHUR'S NOSE* by Marc Brown
- *THE MIXED-UP CHAMELEON* by Eric Carle
- *I LIKE ME* by Nancy Carlson
- *THE PIGS PICNIC* by Keiko Kasza
- *A BAD CASE OF STRIPES* by David Shannon

CLASSIC STORYTELLING:
"THE KNEE HIGH MAN" or *"THE UGLY DUCKLING"* from *TELL IT AGAIN!* by Rebecca Isbell

THEME: SIMILARITIES & DIFFERENCES/INDIVIDUALITY

LITERATURE:

- *WESLANDIA* by Paul Fleischman
- *HORACE* by Holly Keller
- *WE ALL SING WITH THE SAME VOICE* by J. Philip Miller et al
- *DIFFERENT JUST LIKE ME* by Lori Mitchell
- *BEIN WITH YOU THIS WAY* by Nikola-Lisa
- *ALL KINDS OF CHILDREN* by Norma Simon
- *THE OTHER SIDE* by Jacqueline Woodson

CLASSIC STORYTELLING:
"MONKEY'S AND RABBIT'S BAD HABITS" from *TELL IT AGAIN!* by Rebecca Isbell

©State Library of Ohio 2002

STUDENTS TALK PROGRAM

This community outreach program is designed for use in the schools for children in grades one through three. Through a multimedia presentation and classroom discussion students will become familiar with effective ways to express feelings relative to the themes.

It is recommended that a minimum of two qualified library personnel present the programs. A resource list of music, poems, both fiction and nonfiction books, and visual aides is provided. Other appropriate material may be substituted. Consult the HELPING BOOKS CONNECTION web site (http://www.helpingbooks.lib.oh.us/home.htm) for other titles.

Also provided in the STUDENTS TALK themes, are original puppet plays. Designed for use as an informal or amateur presentation, these plays allow the presenter some creativity and provide a different form of story presentation for the audience. If you are not comfortable working with puppets, you may substitute other activities such as role-playing, a short video or an audience participation story. Any of these will promote discussion about the theme.

Following the list of resources and puppet plays for the STUDENTS TALK themes are "Discussion Questions" that may be used in the discussion segment prior to the closing song. Allow students to share their thoughts and feelings about the theme.

The structure for the program session is as follows:

- INTRODUCTION
  Sing the opening song and introduce the theme with a leading question or prop.
- ONCE UPON A TIME
  Present poetry, stories, puppet play, charts and/or props to illustrate the discussion theme.
- LET THE DISCUSSION BEGIN
  Present discussion questions using resources.
- EXTENDED ACTIVITY
  Teachers instruct students to draw pictures to illustrate their feelings involving the theme. Pictures are shared the following week. Upon completion of the four-week session, the pictures can be laminated, made into a book, and presented to the school library.
- UNTIL WE MEET AGAIN
  Sing the closing song.

This program could be implemented in the library as a family program in partnership with volunteer young adults. The library personnel could present the songs, poetry, and stories as well as lead the discussion segments, and volunteer YA's could present the puppet play.

©State Library of Ohio 2002

STUDENTS TALK THEMES

There are three STUDENTS TALK theme units. Each is designed as an outreach program for use in the school classroom with grades one through three and as an instructional tool to help students learn effective ways to express feelings and behaviors. The following list of themes are used:

THEME: BULLYING

MUSIC:

- *"YOU'RE WONDERFUL"* by Debbie Clement
- *"THE LIBRARY SONG"* by Dean Wilson

POETRY:

- *"HERE I AM"* by Myra Cohn Livingston
- *"THE NEW KID ON THE BLOCK"* by Jack Prelutsky
- *"SUZANNA SOCKED ME SUNDAY"* by Jack Prelutsky
- *"YOU'RE NASTY AND YOU'RE MEAN"* by Jack Prelutsky
- *"HUG O' WAR"* by Shel Silverstein

LITERATURE:

- *BOOTSIE BARKER BITES* by Barbara Bottner
- *BULLY FOR YOU* by Michael Twinn and Toni Goffe
- *HOW ARE YOU PEELING? FOOD WITH MOODS* by Saxton Freymann and Joost Elffers
- *STAND TALL MOLLY LOU MELON* by Patty Lovell
- *JUST A BULLY* by Gina and Mercer Mayer
- *NOBODY KNEW WHAT TO DO: A STORY ABOUT BULLYING* by Becky Ray McCain
- TALKING ABOUT BULLYING by Jillian Powell

PUPPET PLAY:

"DENVER AND THE BULLY" by Stephanie Gildone and Pam Nyman

THEME: HONESTY

MUSIC:

- *"YOU'RE WONDERFUL"* by Debbie Clement
- *"THE LIBRARY SONG"* by Dean Wilson

POETRY:

- *"LYING LARRY"* BY Shel Silverstein
- *"PINNOCHIO"* by Shel Silverstein

©State Library of Ohio 2002

LITERATURE:

- *I DID IT, I'M SORRY* by Caralyn Buehner
- *LET'S TALK ABOUT CHEATING* by Dolly Brittan
- *EDWURD FUDWUPPER FIBBED BIG* by Berkeley Breathed
- *MY BIG LIE* by Bill Cosby
- *I FEEL HAPPY AND SAD AND ANGRY AND GLAD* by Mary Murphy
- *10-MINUTE LIFE LESSONS FOR KIDS* by Jamie Miller
- *HONESTY* by Lucia Raatma
- *THE BOY WHO CRIED WOLF! RETOLD IN REBUS* by Ellen Schecter

VISUAL AIDES

- *WHY LIE CHART*
- *WHY TELL THE TRUTH CHART*

PUPPET PLAY:

"HONESTY IS THE BEST POLICY" by Stephanie Gildone and Pam Nyman

THEME: ANGER MANAGEMENT

MUSIC:

- *"YOU'RE WONDERFUL"* by Debbie Clement
- *"THE LIBRARY SONG"* by Dean Wilson

POETRY:

- *"ANGER"* by William Cole
- *"I'M SO MAD I COULD SCREAM"* by William Cole
- *"TIGER"* by William Cole

LITERATURE:

- *WHEN SOPHIE GETS ANGRY - REALLY, REALLY ANGRY. . .* by Molly Bang
- *I 'M MAD* by Elizabeth Crary
- *FEELING ANGRY* by Helen Frost
- *DEALING WITH ANGER* by Marianne Johnston
- *ANDREW'S ANGRY WORDS* by Dorothea Lachner
- *SOMETIMES I FEEL LIKE A MOUSE: A BOOK ABOUT FEELINGS* by Jeanne Modesitt
- *DON'T RANT AND RAVE ON WEDNESDAYS* by Adolph Moser
- *ANGRY ARTHUR* by Hiawyn Oram
- *WHEN I FEEL ANGRY* by Cornelia Maude Spelman
- *A VOLCANO IN MY TUMMY: HELPING CHILDREN TO HANDLE ANGER by Eliane Whitehouse and Warwick Pudney*

VISUAL AIDES:

- *BODY CUE CHART*
- *3 + 10 Calm Down Formula Chart*

PUPPET PLAY:

"BEST FRIENDS" by Stephanie Gildone and Pam Nyman

©State Library of Ohio 2002

A Few Words on Terminology

Though it is not our intention to call this program a character education progr. or bibliotherapy, we do feel it is important to define these terms for informational purposes.

Character Education is a very important concern in our schools in the state of Ohio and across the nation. Schools are trying to find ways to incorporate character education in the classroom and there is disagreement over whether to include it within the curriculum or teach it separately. Here is a definition of character education as given in the book by Susan Hall listed in our Resource section.

> *Character Education is teaching positive character traits to enhance positive student behavior. The overall goal of character education is to help kids function in society with recognizably accepted virtues that are a community's best values and ethical ideals.*

According to this author, the Department of Education allotted $5.2 million in 1998 to pursue character education instruction in schools.

Bibliotherapy uses book discussion to help people identify strategies to resolve problems. It is a therapeutic process and focuses on solving a specific issue. By reading books or listening to stories, a child can gain awareness into their own personal problems when discussing them with a parent, teacher, or facilitator trained to work with sensitive issues.

Bibliotherapy focuses on the individual, the use of books, and the effective interaction between the person and his/her personal issues.

Character education emphasizes positive interaction between the individual and the various facets of society.

©State Library of Ohio 2002

ROLES OF KEY PERSONNEL

COORDINATOR/HOST – Plans and hosts the program

STORYTELLER – Optional Role – Professional or amateur can conduct the storytelling portion of the program, either as a kick-off or closing or for all themes.

DISCUSSION FACILITATOR – Leads the discussion.

SPECIALIST – Provides expertise as needed such as Psychologist, Educator, or Translator. (Used in the PARENTS TALK and STUDENTS TALK themes)

NOTE: Library staff may fill one or more of the above roles.

©State Library of Ohio 2002

COORDINATOR/HOST

The Coordinator/Host has overall responsibility for all aspects of the program. This requires good communication and coordination among all partners. Planning for this type of program requires communication both internally within the host organization as well as with external partners (Storytellers, Discussion Facilitators, and Specialists, if used for the PARENTS TALK and STUDENTS TALK themes, or community agencies). Following are the major responsibilities of the Coordinator/Host:

BEFORE THE SESSION:

- Determine partners and establish contact. Meet with them to design the program.
- Determine and secure funding needed (See section on Funding/Grant possibilities.)
- With your partners, determine audience to be targeted.
- Set up framework for entire program. Decide on the number of weeks for the program and the format of the program.
- Meet with the Library Director and other Department Heads to explain the program and possible effects on other departments.
- Review circulation policies and library card application policies with staff.
- Order all books and materials necessary for the program.
- Determine who will be the Discussion Facilitator. Decide on the use of a professional or amateur Storyteller either for kick-off or closing or for more sessions. Find out what their requirements are for the program with regard to fees and setup. It is best to interview outside staff (Storyteller or Specialist, if used), to be sure they fit in well with the program.
- Meet with PR person to design publicity for the program. Create bookmarks or other handouts needed. Be consistent in the design of these materials. (See sample PR fliers in Resources Section).
- Train additional staff or volunteers needed to help with the program. (registration, child care, etc.)

NOTE: For the PARENTS TALK and the STUDENTS TALK themes, the Coordinator/Host makes arrangements for specialists for this program such as an Early Childhood Educator, School Counselor, Child Psychologist, etc.

AT THE START OF THE SESSION:

- Contact schools and parents to encourage attendance.
- Set up program room and materials on program days.
- Plan and purchase refreshments if desired.
- Make name tags and organize any equipment needed.

DURING:

- Assist the Discussion Facilitator (or Storyteller / Specialist, if used) during the program.
- Be aware of needs of participants.
- Collect and report necessary statistics.

AT THE END OF THE SESSION:

- Make sure Storytellers and Specialists, if used, are paid.
- Collect and report necessary statistics and prepare final reports.
- Review and evaluate the program. Work with Storyteller, (if used), and Discussion Facilitator to do this to ensure needed adaptations are made for future sessions.

BEST COPY AVAILABLE

©State Library of Ohio 2002

STORYTELLER

Every good book has a story to tell. Every story is entertaining and, more importantly, every good story has a human experience. That experience, be it helping make bread with the little red hen, or sending Adam and Eve out of the Garden of Eden, will touch us in a unique way. Sharing how we relate to human experiences in story begins the process of discussion, and in that process, we expand our awareness. Whether it makes us laugh, cry, or ponder, every story starts us on a journey of self-discovery. Enjoy the journey.

For the PARENTS TALK, STUDENTS TALK, and FAMILIES TALK themes, you may opt to utilize a Storyteller either for a kick-off or closing event, or for more than one of the themes. The Storyteller does this within the context of the discussion, NOT as a performance. Following are the major responsibilities of the Storyteller for these programs:

BEFORE THE SESSION:

- Secure as many of the recommended books for each theme as possible. NOTE: For the PARENTS TALK themes utilize the "Classic Storytelling" selections listed.
- Determine which stories you will be telling. It is important that you like the stories and read or tell them with enthusiasm.
- Rehearse the stories until you are comfortable with them. Make the stories your own! Vary the pace and tone of your voice and use different voices for different characters, appropriate expression, sound effects and gestures as you deem necessary.
- Meet with the Discussion Facilitator to discuss smooth transitions from your part of the program to the Facilitators'.

AT THE START OF THE SESSION:

- Stories may need a short introduction. Talk briefly about the story you will tell.
- If using traditional tales ask participants what they know of those particular stories.
- Ask questions to set the stage and encourage participation with personal stories related to the theme.

DURING THE SESSION:

- Encourage audience participation and interaction whenever possible.
- Maintain eye contact.
- Tell your longest story first, followed by the next longest, etc.
- Moving around the room/area or changing pitch, tone or volume of your voice can often quell restlessness of participants.

AT THE END OF THE SESSION:

- Provide a transition from one story to the next. Set the stage for the next story or simply ask a question to help participants change tracks.
- Recommend other books on the theme for further reading they may wish to do. Suggest that they share books on the theme with their children during the week.

BEST COPY AVAILABLE

©State Library of Ohio 2002

DISCUSSION FACILITATOR

The Discussion Facilitator leads the discussion of the books presented by the Storyteller. This person plays a key role, assisting participants to feel comfortable with the program and interpreting the stories told by the Storyteller in human terms. It takes a special skill to do this with an unfamiliar audience. Once again communication prior to the program with the Coordinator/Host and the Storyteller (if used), is extremely important. For the PARENTS TALK and STUDENTS TALK themes the Specialist should also be involved in this planning. Following are the major responsibilities of the Discussion Facilitator for these programs:

BEFORE THE SESSION:

- Familiarize yourself with the literature prior to the session in which it will be discussed.
- Study the list of questions and decide which questions are most appropriate according to the stories shared by the Storyteller. Do not feel compelled to discuss every question presented. The questions included in all of the themes may be used as written or may be considered a starting place for further discussion.

AT THE START OF THE SESSION:

- Make sure everyone is comfortable. Sit in a circle to allow discussion to flow.
- Allow a short time for introductions. You may wish to provide nametags.
- Allow participants time to react to the stories they have read and heard. For the FAMILIES TALK themes, encourage children to express their reactions. For the PARENTS TALK and STUDENTS TALK themes, allow parents/students time to share what they liked about the ideas presented in the books and then any difficulties or problems they may have had with the stories.

DURING THE SESSION:

- Make sure no single individual monopolizes the discussion. Direct the flow of conversation to others in the audience. Watch the body language of audience members - you should be able to tell when someone wants to speak.
- Remember there are no right or wrong answers. Recognize that you are a facilitator and neither should provide answers or be expected to have *the* correct answer. You are not the person with the answers. You are the participants' guide into the world of book discussion. Try not to express any personal opinions. The more participants discover on their own, the more meaning those discoveries will have.
- If the discussion lags ask another question. Use one of the questions provided or ask an open-ended question that has grown out of the current discussion. Make sure the questions are worded in a way that will allow for discussion rather than just a "yes" or "no" response.
- Discussion, like conversation, has an ebb and flow. Speaking, listening to what is being said, and processing information take time. Be aware of how much you are talking. Facilitators often talk too much and too often. Your responsibility is to get the discussion started and to keep it running smoothly. Silence is not a bad thing.
- Feel free to paraphrase a participant's comments so that everyone clearly understands what has been said. Paraphrase for those who speak softly until they are comfortable speaking up. Make sure everyone can hear comments that are made.
- Make sure people do not talk over each other. Remind the audience to listen openly to others' opinions and not be judgmental.
- Make sure audience members talk to each other and not just to you as facilitator.
- Steer the conversation back to the topic at hand if it flows off course or is unrelated to the discussion.

©State Library of Ohio 2002
BEST COPY AVAILABLE

- Model respect for all opinions and each individual's level of participation. Allow for opposing opinions. Do not force anyone to join the discussion. Realize that some people may prefer to listen.
- Be positive, upbeat, listen well, take your time, and. . . HAVE FUN !!

AT THE END OF THE SESSION:

- Allow time at the end of the session to summarize and wrap-up the discussion. Restate key points and provide transitional ideas from one week's session to the next.
- Recommend additional literature or resources, including electronic, if it seems appropriate.

BEST COPY AVAILABLE

©State Library of Ohio 2002

SPECIALIST

For the PARENTS TALK and STUDENTS TALK themes the use of a Specialist is suggested. Librarians, although in many cases well qualified to handle several roles for this program, may need assistance when it comes to specialized aspects such as translation for bi-lingual audiences, child development, psychology, or language development. For the PARENTS TALK themes the HELPING BOOKS HELPING FAMILIES program is designed as an educational tool for parents. The Specialist will be able to complement and extend the program beyond the basic book discussion format. For the STUDENTS TALK themes, the specialist will be able to assist the librarian with psychological issues as well as extend the program beyond the book discussion format. Following are the major responsibilities of the Specialist:

BEFORE THE SESSION:

- Work with the local Librarian to determine specific aspects of your expertise that will complement the program.
- Study and become familiar with the program sessions and questions.
- Meet with the Coordinator/Host, Discussion Facilitator, and Storyteller, (if used), to coordinate the transitions, specifics of presentation, and goals for your portion of the program.

AT THE START OF THE SESSION:

- Offer parents/students a short introduction to your field of expertise. Make sure it is informal and non-threatening.
- Listen carefully to the parents'/students' ideas about books they read at home and ideas presented in the books.

DURING THE SESSION:

- Utilize your expertise to discuss and expand on the questions provided in the manual.
- Utilize transition devices to work with the Discussion Facilitator and the Storyteller (if used), during the session and to discuss issues of import.
- Treat all parents/students with respect during your portion of the program. There are no right or wrong opinions. Refer to the Discussion Facilitator Role Section for guidelines on this.
- Be sensitive to parents or students who have special issues with the books or aspects of the program.

AT THE END OF THE SESSION:

- Follow up one-on-one with parents or students who have special issues with the material.
- Answer questions that come up that relate to your specialty.
- Review with Coordinator/Host, Discussion Facilitator, and Storyteller, (if used), issues that may have come up during your portion of the program.

BEST COPY AVAILABLE

©State Library of Ohio 2002

HELPING BOOKS HELPING FAMILIES

Families Talk Session

Guidelines

The Discussion Facilitator must choose titles in which the theme is clear and central to the topic chosen. For example, if the theme is "Courage" all the individual titles must demonstrate the quality of "Courage" in a clear and strong fashion. Therefore the Discussion Facilitator and Storyteller (if used), need to be familiar with all titles that will be given to participants for discussion the following week. Below are suggestions for selecting and distributing multiple titles using one central theme:

- Be sure to select more titles than participants. The **HELPING BOOKS CONNECTION** database (http://www.helpingbooks.lib.oh.us/home.htm) will help you pull together a list of titles around a particular theme. The database contains books with a variety of perspectives. It is therefore important to read each title to be sure that it will follow your goals and perspective. The reader needs to be able to see this thread/theme clearly.

- If more than one title is available per family the books may be displayed around the room and families may browse before and after the program to select one title to take home for reading and discussing.

- If time allows, perhaps during snack time, booktalk some titles.

- Use vocabulary that will help families talk about the titles at home and in the group discussion.

- Remember: the discussion facilitator must be familiar with ***all*** the stories selected. This also applies to the Storyteller, if used for one or more sessions.

BRIDGE BUILDING BOOKS

- Many of the titles used in the FAMILIES TALK themes have more than one theme.
- Make this clear to the participants at the beginning of the program, but be sure to tell them that each week's discussion will be on only one theme.
- Several titles will make an excellent transitional story to be used at the end of one theme program to introduce the next week's theme.

BEST COPY AVAILABLE

©State Library of Ohio 2002

IDEAS FOR THE CHECK OUT PROCESS:

- Many families may need library cards and may not be in the habit of using the library. Therefore you may want to pre-select titles for each family for the first few sessions and have the books ready to take home at snack time.

- A volunteer may help with the check out process by collecting library cards before the program begins and then checking out books during the program.

- This grab bag concept may also get families excited about the surprise selection that they will read during the week. Remind families that they do not have to like the book they have been given, but it will be helpful to finish reading the book and to share some of the reasons for not liking the book at the next session.

- Opportunity for reader's advisory may occur when a parent or child asks for other titles or similar titles after the program. If time is short you may suggest that you will have the titles available for them to choose at the beginning of next week's session.

REGISTRATION:

- Utilize a volunteer to check in each family during each session.
- Have name tags for all participants.
- Have Library card applications available for new families.
- Provide Preliminary and Post surveys or questionnaires for the first and last sessions.

©State Library of Ohio 2002

HELPING BOOKS HELPING FAMILIES

FAMILIES TALK THEMES

Sample Agenda

5-10 minutes **MAKE YOURSELVES AT HOME!**
Greetings and Introductions. Distribute nametags, check in library materials from the previous week, registration (if first session or new participant.)

5-15 minutes **ONCE UPON A TIME. . .!**
Use a traditional and/or contemporary story to illustrate the theme under discussion. This is done within the context of the discussion, NOT as a formal performance.

30-40 minutes **LET THE DISCUSSION BEGIN!**
Begin discussion questions about the central theme of the current week's program. Keep questions broad enough to include all stories under discussion. Encourage sharing of personal stories.

10-15 minutes **BRIDGE BUILDING!**
Introduce next week's theme and stories by building a bridge or transition between the current week's theme and the next theme. Tell a brief story that links current week's program with next week's program. Offer a series of open-ended questions for families to think about while reading the books at home.

5-10 minutes **SEE YOU NEXT WEEK!**
Serve light snacks if desired. Check out new theme titles.

©State Library of Ohio 2002

HELPING BOOKS HELPING FAMILIES
FAMILIES TALK THEMES

Introductory Session

The Introductory Session is intended to assist in making families aware of the general format for the program and also encouraging participation in the discussion. You may opt to utilize a professional Storyteller for this first session as a kick off for the program. This session will be unique to your community and will hopefully entice your audience to come to future sessions.

BEFORE THE SESSION:

- Gather your team together to strategize the session.
- Know your audience.
- Know your books and themes.
- Plan a game or warm-up activity.
- Plan at least two stories to tell.
- Develop a transition into the first theme program.

AT THE START OF THE SESSION:

- Make your audience feel comfortable.
- Go over the agenda for each session and set up any rules.
- Introduce the idea of sharing ideas about story.
- Play a game or warm-up activity.

DURING THE SESSION:

- Listen to your participants' responses or lack of responses.
- Address any issues that come up.
- Watch participants' reactions to the books discussed and the personal stories shared.
- Make the session fun.

AT THE END OF THE SESSION:

- Set the stage for the first theme.
- Answer any questions.
- Encourage participants to have fun reading books at home.
- Encourage them to browse the library collection.
- Be available for one-on-one questions after the program.

©State Library of Ohio 2002

THUNDER CLAPS!

BEING AFRAID AND FACING FEARS

Literature:

Bailey, Linda & Wendy, *When Addie Was Scared.* Kids Can Press, 1999
Addie comes to discover that she can visit that place of fear each time she is frightened to help herself be strong.

Blake, Robert. *Fledgling.* Philomel, 2000.
When a young kestrel makes its first flight among the buildings of a city, a hawk pursues it.

Beard, D. Bailey. *Twister.* F.S. & G, 1999.
A brother and sister are left alone in the shelter of a cellar during a tornado while their mother goes to the aid of a neighbor.

Beck, Scott. *Pepito the Brave.* Dutton, 2001.
Pepito is afraid of heights. When it's time to leave the nest he climbs down and with the help of friends he over comes his fears.

Heide, Florence. *Some Things Are Scary.* Candlewick, 2000.
This book touches on all sorts of fears and is a great jumping off place to talk with children about the things that frighten them.

Henkes, Kevin. *Shelia Rae, the Brave.* Mulberry, 1996, c1987
When brave Sheila Rae, who usually looks out for her sister, Louise, becomes lost and scared one day, Louise comes to the rescue.

Hutchins, Hazel. *Believing Sophie.* A. Whitman, 1995
An obnoxious lady at the grocery store mistakenly accuses young Sophie of shoplifting, and Sophie must prove her innocence.

Newsome, Jill. *Shadow.* DK, 1999
After moving to a new home, a little girl is unhappy and scared until her pet rabbit "Shadow" helps her to make a new friend.

Polacco, Patricia. *Thunder cake.* Philomel, 1990.
Grandma finds a way to dispel her grandchild's fear of thunderstorms.

Tafuri, Nancy. *Will You Be My Friend?* Scholastic, 2000.
Bird comes to feel less shy when Bunny helps her rebuild her ruined nest, showing her what a good friend can be.

©State Library of Ohio 2002

Winthrop, Elizabeth. *Promises*. Clarion, 2000.

Sarah is angry, sad, and frightened when her mother gets sick. As her mother begins to feel better, promises are made one-day-at-a-time.

Discussion Questions - Thunder Claps: Being Afraid and Facing Fears

Events in our lives sometimes make us fearful. These events can be exciting, like going to the store alone for the first time, or scary like a thunderstorm, or sad like someone dying. What event in your story made the main character fearful?

Sometimes, when we have to face a challenge that scares us, we may not want to talk about it. Did any of the characters in your books not want to talk about what scares them?

Did the main character in your story get some help to express their feelings and to help them feel less fearful?

What's courage? How did the characters in the books you read show courage?

Have you ever needed courage? Was it hard to find? Did anyone or anything help you find it?

©State Library of Ohio 2002

CROSS MY HEART
THEME: HONESTY

Literature:

Asch, Frank. *Moonbear's Dream.* Simon and Schuster, 1999.
We may wish that we can pretend that we are "dreaming," but the truth is our behavior does have consequences, even if someone else "cleans-up" after us.

Breathed, Berke. *Edwurd Fudwupper Fibbed Big.* Little, Brown, 2000.
When Edwurd breaks a piece of pottery, he blames space aliens--resulting in frantic visits from the military and a giant extraterrestrial.

Bunting, Eve. *A Day's Work.* Clarion, 1994.
When young Francisco lies to get work for his newly immigrated grandfather, he learns an important lesson about honesty and integrity.

Demi. *The Empty Pot.* Holt, 1990.
A classic tale from China in which a small child shows his bravery to the Emperor, and is rewarded.

Falconer, Ian. *Olivia Saves the Circus.* Atheneum, 2001.
When Olivia recounts to her entire school class, how she saved the circus, the teacher questions the truth of her story.

Havil, Juanita. *Jamaica and the Substitute Teacher.* Houghton Mifflin, 1990.
Jamaica does her best to impress the substitute teacher, but after cheating on a spelling test, discovers that honesty is what makes her special.

Havil, Juanita. *Jamaica's Find.* Houghton Mifflin, 1986.
Jamaica finds a stuffed dog at the playground and after taking him home discovers her conscience as well.

Keller, Holly. *That's Mine, Horace.* Greenwillow, 2000.
Horace tells a fib about a toy truck found on the playground and his conscience makes him too "sick" to go to school until his parents, teacher, and friends come to his aid.

McGovern, Ann. *Stone Soup.* Scholastic, 1986.
A clever young man tricks an old woman into believing that soup can be made from a stone.

Murphy, Patti Beling. *Elinor and Violet.* Little, Brown, 2001.
Elinor must make a choice between her new best friend and telling the truth.

Simont, Marc. *The Stray Dog.* Harper Collins, 2001.
Two children lie to protect a stray dog from the dog catcher.

©State Library of Ohio 2002

Wood, Audrey. *The Red Racer.* Simon and Schuster, 1996.
Nona decides to make her old bike disappear so that her parents will have to buy her the new one she covets. She finds that deception and scheming don't have the payoff she expected!

Discussion Questions - Cross My Heart - Honesty

Telling the truth is often more difficult than it should be. Has anyone ever told you a lie? How did it make you feel?

Have you ever told a lie? How did that make you feel?

Why do you think telling the truth is hard sometimes?

©State Library of Ohio 2002

WHAT GOES AROUND COMES AROUND
THEME: COMPASSION AND KINDNESS

Literature:

Anholt, Laurence. *Sophie and the New Baby.* Whitman, 2000.
Sophie learns that compassion may take time and that living in kindness is a better way to respond to difficult situations.

Bunting, Eve. *Picnic in October.* Harcourt, 1999.
A young boy helps an immigrant family as they wait in line for a ferry to the Statue of Liberty.

DiSalvo-Ryan, Dyanne. *City Green.* Morrow, 1994.
Helping hands make a vacant lot into a garden.

Edwards, Nancy. *Glenna's Seeds.* Child & Family Press, 2001.
One act of sharing starts a chain reaction of kindness.

Ehrlick, H.M. *Dr. Duck.* Orchard, 2000.
Neighbors come to the aid of a sick Doctor when he falls ill.

Gorbachev, Valeri. *Chicken chickens.* North-South, 2001
A kindly beaver help two chickens overcome their fear of the slide.

Grimm, Edward. *The Doorman.* Orchard, 2000.
The Doorman is friendly to everyone. After his death his neighbors show that he did not die unloved.

Kadono, Eiko. *Grandpa's Soup.* Eerdmans, 1999.
Grandpa finds that he can heal his grief over grandma's death by feeding the neighbors.

Munson, Derek. *Enemy Pie.* Chronicle, 2000.
Dad very cleverly teaches his son how to win over an enemy with kindness.

Rice, David. *Because Brian Hugged His Mother.* Dawn, 1999.
A chain reaction of kindness begins with a hug from Brian.

Stamm, Claus. *Three Strong Women.* Viking, 1990.
Forever Mountain, the best wrestler in Japan, is taught humility and the secret of true strength by three strong women - a grandmother, mother, and daughter.

Weigelt, Udo. *Hiding Horatio.* North-South, 1999.
Jungle animals hide Horatio and save his life.

©State Library of Ohio 2002

Discussion Questions – Compassion and Kindness – What Goes Around Comes Around

In all the books you read somebody did a good deed. Why did he or she do a good deed?

It takes something special to be kind to someone who is crabby and grumpy. What do you call that something special?

How does it make you feel to be kind to someone?

Have you ever heard the phrase, "What goes around comes around?" What do you think that means?

©State Library of Ohio 2002

KNUCKLE SANDWICHES
THEME: BULLIES AND TEASING

Literature:

Cannon, Janel. *Crickwing.* Harcourt, 2000.
Crickwing is bullied by the big predators in the jungle and in turn bullies the even smaller ants but two ants show compassion and courage and eventually the colony is saved.

Caseley, Judith. *Bully.* Greenwillow, 2001.
After Jack's mother has a new baby, Jack begins to pick on Mickey. Instead of retaliating Mickey tries a positive approach and turns a bully into a friend.

Keats, Ezra Jack. *Goggles.* Puffin, 1998.
When Peter and his friend Archie find motorcycle goggles some bigger boys try to take them away.

Lester, Helen. *Hooway for Wodney Wat.* Houghton Mifflin, 1999.
Teased by his classmates for speaking funny, Wodney is having a difficult time at school. When an overbearing rodent joins the class intimidating everyone, Wodney saves the day.

Mahy, Margaret. *Beaten by a Balloon. Viking, 1998.*
Sam's parents don't believe in violent toys, so Sam can't have the sword or the squirt gun he wants. Of course, the town bully has an entire arsenal but when the boys come face to face with a robber, it is Sam's non-violent toys that save the day.

Martin, Francesca. *Clever Tortoise. Candlewick, 2000.*
Tortoise may be small but he is clever enough to outwit two bullies - Elephant and Hippopotamus.

McCain, Becky Ray. *Nobody Knew What to Do.* Albert Whitman, 2001.
When bullies pick on Ray, the rest of the class is afraid until one boy decides to talk to a teacher who will listen.

Meyers, Christopher. *Wings.* Scholastic, 2000.
Ikarus is teased and bullied because he has wings and is able to fly, until he finds a friend who appreciates Ikarus for the unique person he is.

Nickle, John. *Ant Bully.* Scholastic, 1999.
Lucas takes out his anger over being bullied on a colony of ants who help him learn the lessons of living in community.

Polacco, Patricia. *Mr. Lincoln's Way.* Philomel, 2001.
With the help of a compassionate African American principal, a school bully learns

©State Library of Ohio 2002

tolerance for others.

Shange, Ntozake. *Whitewash.* Walker, 1997.
After a gang attacks Helen Angel and her brother, her grandmother and classmates show her the power of friends and numbers.

Shepard, Alan, reteller. *Master Man.* Lothrop, 2000.
A boastful strong man learns a lesson harder than his muscles when he encounters one of Nigeria's superheroes in this Hausa tale which explains the origins of thunder.

Discussion Questions - Bullies And Teasing - Knuckle Sandwiches

In the book you read, who got teased? Who was the bully? What does it mean to be a bully?

Have you ever been teased or bullied? How did it make you feel?

Why do you think people tease other people?

Sometimes, in difficult situations, you have to ask for help. In the book you read who helped who and why? Who would you ask for help if you needed it? When should you ask for help?

©State Library of Ohio 2002

SWIMMING AGAINST THE TIDE
THEME: SELF IMAGE

Literature:

Crunk, Tony. *Big Mama.* Farrar, Straus & Giroux, 2000.
Big Mama is the best grandmother in the world who makes every day special.

Cannon, Janell. *Verdi.* Harcourt Brace, 1997.
Young Verdi likes his bright yellow skin and sporty stripes and doesn't want to turn green like all the other lazy, boring, rude, green snakes. He discovers that being green (and growing up) doesn't mean he has to stop being himself.

Henkes, Kevin. *Chrysanthemum.* Greenwillow, 1991.
Chrysanthemum loves her name, until she starts going to school and the other children begin to make fun of it.

Henkes, Kevin. *Sheila Rae, the Brave.* Mulberry Books, 1996.
When brave Sheila Rae becomes lost and scared taking a new path home, her younger sister Louise comes to her rescue.

Hooks, Bell. *Happy to Be Nappy.* Hyperion, 1999.
This delightful celebration of nappy hair or any hair; a celebration of self that tickles the reader down to his or her toes!

Katz, Kathy. *The Colors of Us.* Holt, 1999.
Seven year old Lena learns that skin color is not black and white. This book celebrates the differences and similarities that connect us all.

Lionni, Leo. *Swimmy.* Knopf, 1991.
Swimmy is different from all the other fish, but he uses that difference as an advantage for his whole community.

Lovell, Patty. *Stand Tall, Molly Lou Melon.* Putnam, 2001.
Pint-sized, buck-toothed, frog-voiced, fumble-fingered Molly Melon faces the world with confidence until she has to start class at a new school.

Williams, Suzanne. *Library Lil.* Dial, 1997.
A librarian of a different color, Lil works for what she believes in and doesn't let anything including electrical storms and motorcycle gangs stand in her way.

Winthrop, Elizabeth. *Dumpy LaRue.* Holt, 2001.
Dumpy La Rue is a pig that wants to dance and dance he will no matter how anyone tries to discourage him.

Dr. Seuss. *Oh the Places You'll Go.* Random, 1990.

©State Library of Ohio 2002

In the rollicking, rhyming world of Dr. Seuss we all rejoice in the potential everyone has to fulfill their wildest dreams.

Discussion Questions – Self Image – Swimming Against the Tide

How do you think the people in these stories feel about themselves? Do they like themselves? How can you tell?

Have you ever felt different from everyone else? What did you do?

Many of the characters we read about used their uniqueness to make a difference. Which character in the book you read did that? What kind of a difference did that character make? Have you ever made a difference? What can you do to make a difference?

©State Library of Ohio 2002

HELPING BOOKS HELPING FAMILIES

Parents Talk Themes

Guidelines

The PARENTS TALK themes are designed to assist parents with children ages five through eight to understand how to model reading and to reinforce positive values currently being taught in the home. A clear plan on how to accomplish these goals must be negotiated between the Coordinator/Host, the Discussion Facilitator/ Specialist, and the Storyteller, if used. This requires that all project staff are very familiar with the literature and themes being used that week. The roles section of this manual gives guidelines for each staff person to follow that will assist in this planning process. This program would also be an excellent Parent Education support for your local Evenstart or Headstart agency. The following guidelines will also prove beneficial when planning this program:

- The **HELPING BOOKS CONNECTION** database (http://www.helpingbooks.lib.oh.us/home.htm) will help you pull together a list of titles around a particular theme. The database contains books with a variety of perspectives. It is therefore important to read each title to be sure that it will follow your goals and perspective. The reader needs to be able to see this thread/theme clearly.
- Display additional copies of titles related to the theme around the room. Parents may browse before and after the program.
- If time allows after the discussion, booktalk some additional titles.
- Use vocabulary that will help parents talk about the titles at home and in the group discussion.
- The PARENTS TALK themes are designed for parents alone. Be sure to provide child care and/or a storytelling program for children coming to the sessions with their parents. Make arrangements, if necessary, for remuneration of the child care workers.
- Remember, leaders of the discussion must be familiar with ***all*** the stories selected.

IDEAS FOR THE CHECK OUT PROCESS:

- Many parents may need library cards and may not be in the habit of using the library. Pre-select titles for each parent the first few sessions and have the books ready to take home. Encourage them to check out titles for their children and to read them at home together.
- Have volunteers help with the check out process.
- Discussion Facilitator/Specialist should be available at the end of the program to answer questions that parents may have.
- Opportunity for reader's advisory may occur when parents ask for other titles after the program.

©State Library of Ohio 2002

REGISTRATION:

- Utilize a volunteer to check in parents during sessions.
- Have name tags for all participants.
- Have Library card applications available for new parents.
- Provide Preliminary and Post surveys for the first and last sessions.

©State Library of Ohio 2002

HELPING BOOKS HELPING FAMILIES

PARENTS TALK THEMES

Sample Agenda

5-10 minutes **MAKE YOURSELVES AT HOME!**
Greetings and introductions. Distribute name tags, check in library materials from the previous week, registration (if first session or new participant.)

15 minutes **ONCE UPON A TIME . . .!**
Use traditional and/or classic storytelling selections and a maximum of two picture books to illustrate the theme under discussion.

15 minutes **LET THE DISCUSSION BEGIN!**
Discussion Facilitator/Specialist begins with discussion questions about the central theme of the current week's program. Keep questions broad enough to include all stories under discussion. Encourage sharing of personal stories.

15 minutes **WHAT HAVE WE LEARNED?**
Discussion Facilitator/Specialist shares with parents the key points of the theme and discusses concepts related to their specialty. The Discussion Facilitator/Specialist takes questions and answers.

10 minutes **BRIDGE BUILDING!**
Introduce next week's theme and stories by building a bridge or transition between the current week's theme and the next theme. Tell a brief story that links this week's program with next week's program. Offer a series of open-ended questions for parents to think about while reading the books at home.

5-10 minutes **SEE YOU NEXT WEEK!**
Serve light snacks if desired. Parents check out related titles.

©State Library of Ohio 2002

THEME: BEHAVIOR

LITERATURE:

Carlson, Nancy. *How to Lose All Your Friends.* Viking, 1994.
A tongue-in-cheek instruction manual on things to do (such as never share or tattle) if you do not want to have any friends.

Cole, Babette. *Bad Habits! or, The Taming of Lucretzia Crum.* Dial, 1999.
Lucretzia is an "uncivilized little monster" with bad habits that her classmates begin copying until her mad scientist father and some real monsters set her straight.

DeGroat Diane. *Happy Birthday to You, You Belong in a Zoo.* Morrow, 1999.
Gilbert is invited to the birthday party of the school meanie, Lewis, and decides to get even with him by giving him an awful present

Durant, Alan. *Big Bad Bunny.* Dutton, 2000.
Big bad bunny terrorizes all the other animals in town by stealing their possessions until wise old bunny teaches him a lesson and how to apologize.

Lamstein, Sarah. *I Like Your Buttons.* Albert Whitman, 1999.
Cassandra compliments her teacher and starts a chain reaction of good will that spreads throughout the school and town.

Shannon, David. *No, David!* Blue Sky Press, 1998.
David continually tests his mother by his bad deeds requiring her constant verbal discipline, but even so, he finds she still loves him.

Classic Storytelling

"The Great Lion and the Tiny Mouse" from the book *Tell It Again! 2: Easy-to-Tell Stories with Activities for Young Children* by Rebecca Isbell and Shirley C. Raines. Gryphon, 2000.

©State Library of Ohio 2002

Discussion Questions – Behavior

1. In *How to Lose All Your Friends,* the author describes characteristics of bad behavior that other children will not appreciate. What are the characteristics of good friends and why are they important? What are some qualities that are not appreciated by others?

2. How do we help our children overcome bad habits? Are there ways we can set limits for acceptable and non-acceptable behavior?

3. When someone does not treat us in a good way, how should we react? Is there ever a reason to "get even?" What do we accomplish? If the meanness continues, is there any healthy way to resolve the conflict?

4. It is never easy to apologize for something we did that was wrong. Are apologies always necessary? Is there a way we can apologize even if we are right and the other person is wrong?

5. How do we discipline children but still show them we love them? Is there a right way or wrong way to discipline children?

6. How do we handle apologizing to our children when we have done wrong or disciplined them unfairly, or handled discipline in a mean way on a day that is bad for us?

7. Are there alternatives to saying "no" to children when you need to set limits? Are there ways you can redirect children?

8. Is it always necessary to follow through with consequences or rewards that are promised?

9. How do we reward good behavior?

10. Is it important to tell our children our expectations for their behavior ahead of time and what the consequences will be if they do not meet those expectations?

11. How do we teach children that a little good will and sharing good feelings can be contagious? Can good will and good deeds have a "snowball" effect?

©State Library of Ohio 2002

THEME: BULLIES & TEASING

Caseley, Judith. *Bully.* Greenwillow, 2001.
Mickey tries to resolve his problems with Jack who continually bullies him, but it is only when Mickey tries to be especially kind that they become friends.

Christelow, Eileen. *Jerome Camps Out.* Clarion, 1998.
Jerome and P.J. go to camp for the weekend and need to sleep in a tent with Buster, the class bully. The two join forces and trick Buster, causing him to ask them for help.

Lester, Helen. *Hooway for Wodney Wat.* Houghton Mifflin, 1999.
Rodney Rat's classmates tease him mercilessly until he finds the courage to stand up to the class bully, Camilla Capabara.

Martin, Francesca. *Clever Tortoise.* Candlewick, 2000.
Elephant and Hippopotamus are boastful bullies to the other animals in the bush by Lake Nyasa in Africa until the clever tortoise outwits and humbles them.

McCain, Becky. *Nobody Knew What To Do: A Story About Bullying.* Whitman, 2000.
As several bullying students pick on a classmate, one boy tells the teacher and gets help at a school where a "no tolerance" policy is in place.

Myers, Christopher. *Wings.* Scholastic, 2000.
A new boy on the block who has wings flies above the rooftops and is teased by all in the school except for one girl who appreciates his differences.

Nickle, John. *Ant Bully.* Scholastic, 1999.
Class bully Sid picks on Lucas, who in turn bullies an ant colony until they turn the tables on him and he learns what it feels like to be bullied.

Wells, Rosemary. *Yoko.* Hyperion, 1998.
Yoko is teased when she brings her favorite sushi to school for lunch until one boy, who is not afraid to try different food, befriends her.

Classic Storytelling

The "Three Billy Goats Gruff" from *Tell It Again!: Easy-to-Tell Stories with Activities for Young Children* Shirley C. Raines and Rebecca Isbell. Gryphon, 1999.

©State Library of Ohio 2002

Discussion Questions - Bullies & Teasing

1. What is the best way to handle bullies? Is there just one way?
2. Should a child tell an adult about a bully? Or is that tattling? How does one know the difference between the two?
3. Is there a way to practice how to handle bullies or teasing?
4. How can you explain to a child why another child bullies or teases?
5. Is there ever a reason that one should attempt to "get even" with a bully?
6. Can one child "teach" another child a lesson about bullying or teasing?
7. What are ways to handle conflict when most children in a class are teasing another child who is different?

©State Library of Ohio 2002

THEME: FEELINGS

Bang, Molly. *When Sophie Gets Angry-Really, Really Angry.* Blue Sky, 1999.
When Sophie gets angry with her family members, she runs out and climbs her favorite tree to calm herself down.

Curtis, Jaime Lee. *Today I Feel Silly and Other Moods That Make My Day.* HarperCollins, 1998.
A young girl describes the moods she has each day that vary from joyful to mad to silly to sad. The ending allows children to describe their moods.

Emberley, Ed. *Glad Monster Sad Monster.* Little, Brown, 1997.
Foldout pages describe what things make monsters have different feelings. A facemask provided for each monster allows children to describe their feelings.

Heide, Florence Parry. *Some Things Are Scary.* Candlewick, 2000.
A young child describes all the different things that are scary to her, including growing up.

Henkes, Kevin. *Wemberly Worried.* Greenwillow, 2000.
Wemberley worries about big things, little things, and things in between, but the first day of school creates the greatest anxiety of all until he meets a friend who worries just like him.

Modesitt, Jeanne. *Sometimes I Feel Like A Mouse: A Book About Feelings.* Scholastic, 1996.
A young child describes feeling like different types of animals, with each animal representing a different feeling.

Seuss, Dr. *My Many Colored Days.* Knopf, 1996.
"Some days are yellow, some days are blue. On different days, I'm different too." Feelings are described here through a variety of colors.

Wood, Audrey. *Jubal's Wish.* Scholastic, 2000.
Jubal sets out one beautiful day to share his feelings of joy with his neighbors but finds that they are not having such a good day. Their moods change his mood and he wishes he could make them happy like himself.

Classic Storytelling

"Big City Mouse, Small Town Mouse" from *Tell It Again!: Easy-to-Tell Stories with Activities for Young Children* by Shirley C. Raines and Rebecca Isbell. Gryphon, 1999

©State Library of Ohio 2002

Discussion Questions - Feelings

1. In the book *When Sophie Gets Angry*, Sophie describes what she does to calm down. What do you do to become calm? How can you "cool down" your anger?

2. Is it ever okay to be angry? How can we express anger in ways that do not hurt others?

3. Is it okay for children to see adults angry? How do you control your anger in front of children? Can adults have time outs?

4. Can one person make another person angry? Or do we control our own feelings? How can we express to children that it is their behavior and not them that makes us angry?

5. Is it okay or "normal" to have different moods every day? How do we temper our moods? Is it healthy to share our moods with others?

6. What worries you? What can you do to resolve those worries?

7. What frightens you? What can you do to resolve those fears?

8. Describe other moods as suggested in the book by Jaime Lee Curtis and Ed Emberley. What makes you sad, lonely, confused, happy, etc.?

9. When you are happy and your friends are having a bad day, what can you do? Should you always try to cheer them up? Do bad feelings really spread? Can good feelings spread?

10. The message that tomorrow will be a better day is an important one. How can we convince children that tomorrow will be better when things are really bad today?

11. How important is "cooling down" before handling conflict?

12. In "Big City Mouse, Small Town Mouse" one mouse was lonely, one frustrated. Both needed to make changes in their lives to be happy. Are there things you can do to change your feelings?

©State Library of Ohio 2002

THEME: HONESTY

Brown, Marc Tolan. *Arthur and the True Francine.* Little Brown, 1996.
Francine and Muffy are best friends until Muffy cheats on a test, copies Francine's answers, and then lies to the teacher.

Bunting, Eve. *A Day's Work.* Clarion, 1994.
A young Mexican American boy tries to help his grandfather, who has just arrived in California and speaks no English, get a job. When the boy can find no carpentry jobs, he lies and states that his Abuelo is a gardener.

DeGroat, Diane. *Jingle Bells, Homework Smells.* HarperCollins, 2000.
Gilbert knows he must tell the truth to his teacher that he did not do his homework assignment but he and Lewis try to cover the fact by telling a half-truth.

Falconer, Ian. *Olivia Saves the Circus.* Simon & Schuster, 2001.
It is Olivia's turn to tell her class about her vacation and though it is true that she went to the circus, Olivia makes up a story to make it all more exciting. Her teacher questions whether her story is true or not.

Keller, Holly. *That's Mine, Horace.* Greenwillow, 2000.
Horace finds a wonderful yellow truck in the schoolyard and when Walter states that it belongs to him, Horace lies, even when the teacher states that she knows Horace would never tell a fib.

Classic Storytelling

"The Boy Who Cried Wolf" by *Tell It Again! 2: Easy-to-Tell Stories with Activities for Young Children* by Rebecca Isbell and Shirley C. Raines. Gryphon, 2000.

©State Library of Ohio 2002

Discussion Questions - Honesty

1. Young children often tell lies because it is difficult to distinguish between what is real and what is make believe. How can we help our children distinguish between the two?

2. Sometimes children lie to avoid punishment. What are some ways to help them realize this is wrong without severe punishment?

3. Is there ever a time that it is okay to lie/tell a half-truth/white lie?

4. Is it possible that sometimes we have children trying to meet unrealistic expectations, which causes them to lie? How can we avoid this?

5. What is a good way to react when you catch your child in a lie?

6. Should a child ever have the chance to tell the story again after a lie?

7. How do we, as parents, set a good example? Should we tell them a shot will not hurt? Should you cover a child's absence at school when you have something else special you want them to attend by saying they are sick? Is it okay to tell your child to say they are a year younger when entering an amusement park to save money?

8. Is it ever okay to stretch the truth to tell a good story like Olivia did?

©State Library of Ohio 2002

THEME: SELF-ESTEEM & SELF-IMAGE

Borden, Louise. *A. Lincoln and Me.* Scholastic, 1999.
A young boy who shares Lincoln's birth date also shares similar physical characteristics - he's as skinny as a beanpole, tall for his age, clumsy, and has big feet. Even though children laugh at him, he knows that he will grow up to be someone special, just like Lincoln.

Brown, Marc. *Arthur's Nose.* Little Brown, 2001.
Arthur can't stand his nose and decides he wants to change it. After trying on many different noses, he decides that he is just not himself without his special nose.

Carle, Eric. *The Mixed-Up Chameleon.* HarperCollins, 1984.
A chameleon discovers he can change both his color and his size and shape and decides he no longer wants to be himself but change and be like the other animals in the zoo.

Carlson, Nancy. *I Like Me!* Viking, 1988.
A female pig describes her best friend - herself (!) - and what she likes to do with her best friend.

Kasza, Keiko. *The Pigs Picnic.* Putnam, 1992.
Mr. Pig wants to look his best when he takes Miss Pig on a picnic. Each of his friends gives him something to look better, but Mr. Pig ends up scaring Miss Pig. He discovers he looks best just the way he is.

Shannon, David. *A Bad Case of Stripes.* Scholastic, 1998.
Camilla Cream loves lima beans but refuses to eat them because no one else in school likes them and she is worried about what other people will think. Only when she gets a bad case of stripes, does she decide to eat her favorite food.

Classic Storytelling

"The Knee-High Man" or "The Ugly Duckling" from *Tell It Again!: Easy-to Tell Stories with Activities for Young Children* by Shirley C. Raines and Rebecca Isbell. Gryphon, 1999.

©State Library of Ohio 2002

Discussion Questions - Self-Esteem

1. How do we help children to like themselves?

2. We all have different features and others may not consider some of our features to be attractive. How do we help children understand that people like us for who we are, rather than how we look? And is that always true?

3. Not everyone is good at everything. How do we help our children find and build on their own special talents or strengths?

4. Some parents have expectations of what they want their children to be or to do in life. How important are our expectations and when do we pull back from our expectations?

5. How important is praise?

6. How important is choice in decision-making? Should you let your child make decisions? At what age? Do you give them a lot of choices or limit their choices?

7. How do we help children realize that even though they are little, they are very important?

8. How can you help children realize that it is important to like yourself even when you make mistakes?

9. Parents can help children by setting them up to succeed rather than to fail. How can you help your child succeed?

10. Have children make a book by writing a page every day for a week or more. Each page should begin "I like myself because . . ." Or in a group setting, have children sit in a circle and go around the circle saying one good thing about himself/herself.

©State Library of Ohio 2002

THEME: SIMILARITIES & DIFFERENCES/INDIVIDUALITY

Fleischman, Paul. *Weslandia.* Candlewick, 1999.

Wesley is different from all the other kids in the neighborhood and has no friends – just tormentors – so he decides to begin his own civilization.

Keller, Holly. *Horace.* Greenwillow, 1991.

Horace is adopted and looks different from both his parents and thus feels out of place. He decides to run away to a family that looks more like him, but later returns to his family, where he knows he is loved.

Miller, J. Philip and Sheppard M. Greene. *We All Sing With The Same Voice.* HarperCollins, 2001.

Based on a Sesame Street song, this book celebrates the idea that no matter where children live, what they look like, or what they do, they all "sing with the same voice."

Mitchell, Lori. *Different Just Like Me.* Charlesbridge, 1999.

A young girl realizes that the people around her are all very different from one another but also share similarities and that it is possible to like all of them for who they are.

Nikola-Lisa, W. *Bein' With You This Way.* Lee & Low, 1994.

A young girl visits a park and realizes that despite people's physical differences – straight hair, curly hair, brown eyes, blue eyes, light skin, dark skin, etc. - they are still really the same. A wonderful story that can be told in rap.

Simon, Norma. *All Kinds of Children.* Albert Whitman, 1999.

Children all over the world have things in common - their need for food, housing, clothes and people to love them. This book helps children recognize that in many ways we are all the same the world over.

Woodson, Jacqueline. *The Other Side.* Putnam, 2001.

A fence separates the black side of the town from the white side and Clover is told not to go to the other side. When Annie, a white girl from the other side sits on the fence, Clover becomes curious, and the two eventually begin to play together.

Classic Storytelling

"Monkey's and Rabbit's Bad Habits" from *Tell It Again!: Easy-to Tell Stories with Activities for Young Children* by Shirley C. Raines and Rebecca Isbell. Gryphon, 1999.

©State Library of Ohio 2002

Discussion Questions - Similarities & Differences

1. How do we help children develop a sense of pride in their own race and culture?

2. What does the word family mean? Can there be different kinds of families? What makes a family?

3. What are some of our similarities and differences? Explore what those characteristics might be between children in a family or children in a class.

4. How different are we from children in other states or countries?

5. How can we as parents be careful not to pass on our prejudices?

6. How do we help our children not to point or stare at others who are different from us? How do we handle the situation if they do?

7. How do we prevent children from teasing or taunting others who are different? How do we handle the situation if they do?

©State Library of Ohio 2002

HELPING BOOKS HELPING FAMILIES
Students Talk Themes
Guidelines

The STUDENTS TALK themes are designed to help children in grades one through three learn how to express feelings and behaviors in a positive manner. The idea is to provide the children with information through this presentation to help them understand the feelings discussed and to make them aware of positive methods to control their behavior in response to these feelings. The librarian acts only as a facilitator in this program, offering a multimedia presentation of themes and books as a conduit to help children express their emotions.

It is important to establish contact with the elementary guidance counselor, a teacher(s), or other individual affiliated with the school, in implementing this program. The guidance counselor has the skills to address any emotional/behavioral issues that may arise during the program. The teacher can assist in follow-up activities such as having children draw pictures related to the various themes.

The STUDENTS TALK presentations include music, poetry, puppetry, fiction, nonfiction, charts, props, and skits to illustrate the themes. If you are not comfortable acting out skits or using puppets, you may replace with other media of your choice. It is important that the presenters are familiar with the theme and all materials to be used in each program. The **HELPING BOOKS CONNECTION** database (http://www.helpingbooks.lib.oh.us/home.htm) will help you choose a variety of theme-related titles.

The presenters must request permission to bring the STUDENTS TALK themes into the classroom. Some aspects of this program may stir up painful emotions for children, so a course of action designed to deal with this possibility should be in place prior to entering the classroom. The following suggestions offer ideas for accessing the classroom, designing a course of action, and communicating with the teacher.

OBTAINING PERMISSION:

- Call the principal to discuss the program and obtain permission.
- If you prefer, call the curriculum coordinator, guidance counselor, a teacher, or school librarian to discuss the program and find out how to go about getting permission.
- Determine the primary contact person.

BEST COPY AVAILABLE

©State Library of Ohio 2002

DESIGNING A COURSE OF ACTION:

- Meet with the contact person to explain the program.
- Negotiate a schedule of dates and times to enter the classroom.
- Discuss and decide upon a course of action if a child needs assistance dealing with feelings or emotions that may surface during and after the program.
- Ask the contact person to be responsible for collecting the evaluation forms as well as pictures the teachers have the children draw.

COMMUNICATING WITH THE TEACHER:

- Send the teacher(s) a letter outlining the STUDENTS TALK themes , the schedule of times and dates, and the course of action plan. See sample teacher letter in Publicity Section of this manual.
- Call the teacher(s) to discuss the program. Explain to teachers that as part of the program in the classroom they will be asked to have children draw pictures illustrating their feelings on the various themes. Explain to teachers that the pictures will be laminated and made into a book for the school library.
- Let the teacher(s) know that you welcome any suggestions to improve the program.

PRESENTING THE STUDENT TALKS THEME UNITS

- Arrive on time in the classroom.
- Do not run over the allotted time.
- Use vocabulary and media, (music, poetry, stories, etc.), that will help the children discuss feelings and behaviors.
- Presentations should be interactive and lively.
- Be aware of any child who may need further assistance dealing with feelings or behaviors and advise the teacher. Teachers work with the children to draw a picture illustrating their feelings about the theme.
- Provide evaluation forms for the teacher to complete and advise him/her to return the completed form to the contact person.
- Create a display of books at your library to support the STUDENTS TALK theme(s).
- Invite students to visit the library to check out books on the theme(s).

FOLLOW UP:

- Collect the childrens' drawings and teachers' evaluation forms from the contact person.
- Discuss evaluations and the pros and cons of the program with the contact person.
- Discuss a schedule for returning to present other STUDENTS TALK presentations.
- Laminate the childrens' drawings and make them into a book to be housed in the school library.
- Send a note to each classroom advising them that the book(s) and drawings are now in their school library.

©State Library of Ohio 2002

HELPING BOOKS HELPING FAMILIES

STUDENTS TALK THEMES

Sample Agenda

5 minutes **HELLO!**
Greetings and Introductions. Introduce the theme with a familiar opening song each week. Post the words on a chart so students can read and sing along.

35 - 40 minutes **ONCE UPON A TIME. . .!**
Use music, poetry, traditional or contemporary stories, puppetry, props and / or charts to illustrate the theme under discussion. A suggested agenda for this segment follows:

- 5 - 10 minutes **Poetry**
  Read appropriate poems to illustrate the theme. Accompany the poetry with props or pictures.

- 5 - 10 minutes **Story**
  Read or tell stories to illustrate the theme. Use fiction and nonfiction titles to further explain the theme.

- 10 - 15 minutes **Puppet Play**
  Perform a puppet play to illustrate the theme. Allow time for children to discuss the skit. If you are not comfortable using puppets, replace this segment with role-playing or a short video relative to the topic that promotes discussion.

- 5 minutes **Story, Skit, Charts, or Demonstrations**
  Read an interactive story, perform a skit, or introduce charts highlighting key points or techniques relative to the theme.

10 - 15 minutes **LET THE DISCUSSION BEGIN!**
Introduce questions relative to the theme. Allow students to share their thoughts and ideas. Encourage openness and nonjudgmental discussion centered on personal feelings and thoughts relative to the theme.

1 - 2 minutes **EXTENDED ACTIVITY!**
Teachers instruct students in drawing pictures to illustrate their feeling involving the theme. Pictures are shared the following week. Upon completion of the four-week session, the pictures can be laminated, made into a book, and presented to the school library.

5 minutes **UNTIL WE MEET AGAIN!**
Sing the same closing song each week. Post the words on a chart for the students.

BEST COPY AVAILABLE

©State Library of Ohio 2002

THEME: BULLYING

MUSIC:

Clement, Debbie. "You're Wonderful," *Debbie's Ditties for Little Kiddies.* American Studios, 1998.
This audience participation song leaves everyone feeling better about themselves.

Wilson, Dean. "The Library Song," *A Child at Heart.* Syndicate Sound & Video Works, 1995.
Book characters come alive for a young boy who visits the library on a rainy, boring Saturday afternoon.

Poetry:

Livingston, Myra Cohn. "Here I Am," *I'm Mad at You!* verses selected by William Cole. Collins, 1978.
This poem tells how a person might talk to a bully if he/she dared.

Prelutsky, Jack. "The New Kid on the Block," *The New Kid on the Block.* Greenwillow, 1984.
The new kid is a mean bully doing terrible things, but the surprise is she's a girl.

Prelutsky, Jack. "Suzanna Socked Me Sunday," *The New Kid on the Block.* Greenwillow, 1984.
Suzanna is a bully who hits. When confronted to stop this she resorts to biting.

Prelutsky, Jack. "You're Nasty and You're Loud," *Something Big Has Been Here.* Greenwillow, 1984.
This poem explains just how someone is feeling about a mean and nasty person.

Silverstein, Shel. "Hug O' War," *Where the Sidewalk Ends.* Harper Collins, 1974.
Hugging compared to tugging is a better way to be.

Literature:

Freymann, Saxton Fregmann and Joost Elffers. *How Are You Peeling? Food with Moods.* Arthur A. Levine, 1999.
The author uses sculpted vegetables and fruits as characters to illustrate feelings.

McCain, Becky Ray. *Nobody Knew What To Do: A Story About Bulling.* Albert Whitman, 2001.
A boy at school is being bullied and everyone is afraid to become involved. A brave classmate decides to help.

Powell, Jillian. *Talking About Bullying.* Raintree, 1999.
This book explains all aspects of bullying, as well as offering suggestions to solve the problem.

©State Library of Ohio 2002

Puppet Play:
Gildone, Stephanie and Pamela Nyman. *The Bully.*
Suzy is a bully and Denver is her target. This puppet play introduces a bullying scene between Suzy and Denver. Denver, offers ideas to help students understand bullying and ways to prevent it.

Visual Aides:
Use an orange to create a face modeled after those pictured in *How Are You Peeling? Food With Moods* by Freymann and Elferrs.

Create a rain cloud prop to use with the poem *"You're Nasty and You're Loud"* by Jack Prelutsky.

Discussion Questions – Bullying

1. How do you think you would feel if you were bullied?

2. If you had a friend who was being bullied, what could you do to help him/her?

3. Is it OK to tell on a bully?

4. Who can you tell if you or someone you know is being bullied?

5. What can you do to stop someone from bullying?

Extended Activity:
Work with teachers to have students draw a picture illustrating the theme, "Being Bullied makes me feel _____." Advise them that the pictures will be laminated and made into a book on bullying for their school library.

©State Library of Ohio 2002

Puppet Play:

DENVER AND THE BULLY

By Stephanie Gildone and Pam Nyman

Description: Denver is bullied by Suzy and doesn't know what to do about it.

Characters:
Suzy - puppet with mouth, velcro on one hand, and rods on hands
Denver - puppet with mouth, wearing a hat, and rods on hands
Presenter 1 (Suzy)
Presenter 2 (Denver)
Props: Hat with velcro on one side for one of the puppets
Puppet Stage

Denver - (*enters - walking to the library - whistling and singing*)
Suzy - (*pops up and yells*) BOO!
Denver - (*jumps - frightened*) A-h-h-h! (*nervously*) Oh, h-h-hi, Suzy.
Suzy - (*nastily*) Where are you going with that dumb hat on your head?
Denver - (*scared*) T-t-to, the l-l-library and my hat is not dumb.
Suzy - Says you! Give me that dumb hat. (*rips hat off Denver's head by putting hand with velcro to velcro on hat*) Denver has a dumb hat! Denver is a dummy! Dummy Denver!
Denver - (*almost crying*) G-g-give me my hat!
Suzy - Try and get it, Dummy Denver. (*runs off with hat in hand*)
Denver - (*cries and bows his head*)(*Presenter 1 comes from behind puppet stage*)
Presenter 1 - Denver, what's the matter? You look so sad.
Denver - (*snuffling*) Nothin'.
Presenter 1 - It sure doesn't seem like nothing. Are you sure you don't want to talk about it?
Denver - You'll just think I'm dumb.
Presenter 1 - I'd never think you were dumb.
Denver - (*hesitantly*) Well, are you sure you won't laugh at me?
Presenter 1 - I would never laugh at something that makes you sad.
Denver - Well, I was on my way to the library and this girl named Suzy took my hat and called me dummy. It hurt my feelings and I want my hat back. My dad gave it to me for my birthday.
Presenter 1 - It sounds like Suzy is bullying you.
Denver - What does bullying mean?
Presenter 1 - I have a book from the library that is called *Talking About Bullying* by Jillian Powell. Let's see what it has to say about bullying. (*read p 4 & 5*)
Denver - That sure sounds like Suzy, but she's a girl. Girls aren't bullies, are they?
Presenter 1 - (*read same book p 6 & 7*)
Denver - Why are they bullies?
Presenter 1 - (*read same book p 8 & 9*)
Denver - Who gets bullied. . . besides me?
Presenter 1 - (*read same book p 10 & 11*)
Denver - I wonder how bullies feel?
Presenter 1 - (read *same book p 12*) Now, I have a question for you, Denver. How did it feel when Suzy bullied you?

©State Library of Ohio 2002
BEST COPY AVAILABLE

Denver - Awful! It made me feel afraid and angry and upset. (*sadly*) Suzy is always mean to me. At school, on the playground, and just about anywhere I see her. But usually when I am alone.

Presenter 1 - Why haven't you told anyone about Suzy?

Denver - I was scared to tell anyone. I thought maybe my teacher or Mom or Dad would think it was my fault or call me a tattletale.

Presenter 1 - (*read same book p 20, 21, 24, 26 & 27*)

Denver - How can I stop Suzy from bullying me?

Presenter 1 - (read *same book p 22 & 23*) Sometimes the best thing you can do is to ignore the bully. Suzy wants to see you hurting. Show her that her bullying doesn't bother you.

Denver - I feel a lot better now. I'm going to the library and find some more books on bullying and I'm going to tell my Mom and Dad about Suzy. Maybe, they can help me, too.

Presenter 1 - I'm glad you shared your feelings with me. If you want to talk again, I'll be happy to listen.

Denver - Thanks! Bye, (*insert Presenter 1's name*).

Presenter 1 - Bye, Denver.

Presenter 1 - I think I'll go and see what Suzy is up to. (*returns back stage*)

Denver - (*sings & whistles*)

Suzy - (*enters*) Hey, Dummy Denver. Got your hat, want it back? To-o-o-o Bad. You can't have it! And if you try to take it back, I'll sock you in the stomach.

Denver - (*to himself. . . looks away from Suzy*) I will not let her know that what she is doing is upsetting me. I'll try what (*insert presenter 1's name*) said to do.

Denver - (*starts out timidly and get bolder*) Suzy. . . if my hat means so much to you , you can keep it.

Suzy - Aw-w-w, I didn't want your dumb hat anyway. (*throws hat back stage*) Hey, look there's Frannie. Hey, Four Eyes Frannie, where'd you get those U-U-U-GLY glasses? Four Eyes Frannie! Four Eyes Frannie! (*exits*)

Denver -(*put hat back on his head while Suzy talks)* Well, that wasn't so hard. And I don't feel so scared. Maybe if I ignore Suzy and don't let her see that she hurts my feelings, she will leave me alone, just like (*presenter 1' s name*) said. I think I'll talk to Mom and Dad tonight and see what they say. And I think I'll talk to Frannie, too. (*exits*)

BEST COPY AVAILABLE

©State Library of Ohio 2002

THEME: ANGER MANAGEMENT

Music:

Clement, Debbie. "You're Wonderful," *Debbie's Ditties for Little Kiddies.* American Studios, 1998.
This audience participation song leaves everyone feeling better about themselves.

Wilson, Dean. "The Library Song," *A Child at Heart.* Syndicate Sound & Video Works. 1995.
Book characters come alive for a young boy who visits the library on a rainy, boring Saturday afternoon.

Poetry:

Cole, William. "I'm So Mad I could Scream," *I'm Mad At You!* verses selected by William Cole. Collins, 1978.
A little boy is furious. To calm down he expresses his feelings in a poem.

Hoberman, Mary Ann. "Tiger," *I'm Mad At You!* verses selected by William Cole. Collins, 1978.
Keep your distance from a tiger. It can growl or even bite. A tiger represents how unpredictable anger can make a person act.

Lowe, Yvonne. "Anger," *I'm Mad At You!* verses selected by William Cole. Collins, 1978.
This poem puts the feeling of anger into words as felt by the 8-year old author.

Literature:

Bang, Molly. *When Sophie Gets Angry - Really, Really Angry. . ..* Blue Sky Press, 1999.
Sophie gets so angry that she leaves home running and crying. As she runs, she calms down by feeling the breeze and climbing a tree. Finally, she comes home and her family is glad she is back.

Frost, Helen. *Feeling Angry.* Pebble Books, 2001.
This book has photos and simple text explaining anger and ways to deal with it.

Johnston, Marianne. *Dealing with Anger.* Rosen Publishing Group, 1996.
This book discusses how we feel when we are angry and positive methods for dealing with anger.

Modesitt, Jeanne. *Sometimes I Feel Like A Mouse: A Book About Feelings.* Scholastic, 1992.
Beautiful acrylic paintings and text are perfectly combined to help the reader experience different emotions.

Moser, Adolph. *Don't Rant & Rave on Wednesday!* Landmark Editions, 1994.
This book addresses signs of anger, effects of anger on health, and techniques to control anger.

©State Library of Ohio 2002

Visual Aides:

Body Cues Chart

This chart consists of clip art and the following anger warning sign or body cue phrases:

- Feel warm all over
- Make fists with your hands
- Clench jaw and hold teeth tight
- Feel muscles get tight
- Talk louder
- Heart pounds faster
- Breathe faster

Conflict Resolution Chart:

Designed for use with the *Best Friends* puppet play, this chart consists of clip art and the following steps:

- Stop (arguing)
- Decide (what's the problem?)
- Listen (to each other)
- Care (about each other's feelings)
- Compromise

3 + 10 Formula Chart

This technique using this chart that consists of clip art and the following phrases:

- Take 3 Slow, Deep Breath
- Count to 10

Discussion Questions – Anger Management

1. Discuss the use of colors in the book, *When Sophie Gets Angry – Really, Really Angry. . .*

2. What do you do when you are angry?

3. Use the Body Cues Chart to discuss these anger warning signs.

4. Use the 3 & 10 Formula Chart to demonstrate. Have students try this technique.

5. What are some things you can do to help yourself calm down when you get angry?
   - Write a poem
   - Paint a picture
   - Punch a pillow
   - Physical activity

6. What does it mean to compromise?

7. Who can you go to and talk when you feel angry?

Extended Activity:

Work with teachers to have students draw a picture illustrating the theme, " Being angry makes me feel _____." Advise them that the pictures will be laminated and made into a book on anger for their school library.

©State Library of Ohio 2002

PUPPET PLAY:

BEST FRIENDS

By Stephanie Gildone and Pam Nyman

DESCRIPTION:

Suzy and Denver decide to combine their allowances to buy a flashlight. They can't decide on what kind to buy and become involved in a heated argument.

Characters:

Suzy - puppet with mouth and rods on hands
Denver - puppet with mouth and rods on hands
Presenter 1 - Suzy
Presenter 2 - Denver

Props:

Flashlight on rod
CD (something popular)

Denver - (*Denver and Suzy enter stage together*) I'm glad we're best friends, Suzy.
Suzy - Me too, Denver. Who would have ever thought that we could be best friends? I can't believe how mean I used to be to you and everyone. I wasn't very happy and I wanted everyone to be as sad as me.
Denver - Can you believe that our birthdays are only one day apart?
Suzy - Yeah, and it is so awesome that our parents are taking us to Chuckie Cheese today to celebrate together.
Denver - Hey, did you bring your allowance that you saved?
Suzy - Yes, I did. I have six dollars. How much do you have?
Denver - I saved six dollars and fifty-one cents.
Suzy - Let's see. That means when we add our money together we have... u-m-m-m, let me think . . . twelve dollars and fifty-one cents.
Denver - Yahoo! That's just enough to buy a really neat flashlight for when our families go camping together.
Suzy - I can't wait. Let's get the one with the yellow and red emergency flashers.
Denver - N-o-o-o! I think we should buy the one with the AM/FM radio on it.
Suzy - WHAT! Who needs a radio when you're camping? You should listen to the sounds of nature, like birds and water and wind. The flashlight with the yellow and red emergency flashers could save us if we get lost. The flashers can be seen for a whole mile.
Denver - We won't get lost. I like music when I am camping. (*getting louder and angry*) We buy the flashlight with the radio or nothing at all!
Suzy -(*loud and sassy)* Says who? I say we buy the flashlight with the emergency flashers or nothing at all. And besides, who says you get to pick?
Denver - *(smugly*) I do . . . because I have fifty-one cents more than you.
Suzy - (*loud and angry)* Fine! Then you can't use my money.
Denver - (*loud and angry*) Fine by me. I don't want to be your friend anymore.
Suzy - Fine!
Denver - Fine!(*both exit*) (*presenters 1 and 2 come from behind stage)*
Presenter 2 - Boy, Denver and Suzy are really angry at each other. I wonder how we can help them.
Presenter 1 - I have a book from the library called *Feeling Angry* by Helen Frost. Maybe it tells how to settle an argument.
Presenter 2 - Good idea. Maybe if we learn more about feeling angry, we can help Denver and Suzy.
Presenter 1 - Let's see what it says about anger. (*read book*)

©State Library of Ohio 2002
BEST COPY AVAILABLE

Presenter 2 - So we can learn to control our anger. That's a good idea. I read this book *Don't Rant &Rave on Wednesday!* By Adolph Moser. It says that (*read p 26 -31*). It even says that people who get angry all the time are sick more often. It also says...(*read p 44 & 45*). So, it is very important to learn to stay calm when we disagree with someone.

Presenter 1 - This book Dealing with Anger by Marianne Johnston has some good ideas. It says. . . (*read p 10 & 14*).

Presenter 2 - So, if you disagree with someone, before you get angry, you should (*show chart*): 1. Stop 2. Decide what the problem is. 3. Listen to each other. 4. Care about each other's feelings 5. Try to compromise. Now, what could Denver and Suzy do to settle their argument? (*children participate by sharing ideas for settling the disagreement*)

Presenter 2 - Those are good ideas. I think I'll go and see how Denver is handling his anger.

Presenter 1 - OK, I'll see if the children have any more ideas for settling the argument. *(presenter 2 goes behind puppet stage*)

Denver - Oh, I am s-o-o-o MAD at that crazy Suzy! She makes me s-o-o-o ANGRY!

Presenter 1 - Denver, Suzy doesn't make you angry.

Denver -(emphatically) Oh, yes she does!

Presenter 2 - No, YOU are the one who makes you angry.

Denver - WHAT? That doesn't make sense.

Presenter 1 - Yes it does. The way you think makes you angry. Tell me what you are thinking now.

Denver - That dumb Suzy won't buy the flashlight I want.

Presenter 1 - Try thinking this instead . . . my best friend Suzy wants a different flashlight than I do. (*Denver looks up in the air as if thinking*)

Denver - Oh, now I see what you mean. When I think that way, I don't feel so angry anymore. So it is me that makes me angry. I can control my anger.

Presenter 1 - That's right. And you can learn to stay calm instead of get angry.

Denver - Would you teach me how later? I have something important to do.

Presenter 1 - Sure, I'll be happy to teach you how to stay calm instead of get angry.

Denver - Thanks, Bye! (*Presenter 2 comes out from behind puppet stage)*

Presenter 2 - I just saw Denver. He was rushing! He said he had something important to do.

Presenter 1 - I think I'll go check on Suzy.

Presenter 2 - That sounds like a good idea. (*Presenter 1 goes behind puppet stage*)

Suzy - Oh Argg! That Denver, he makes me feel like my head is going to explode. I am s-o-o-o angry.

Presenter 2 - Goodness gracious, Suzy. What is the problem?

Suzy - Oh, nothing. It's just that my used-to-be best friend, Denver, won't buy the flashlight I want.

Presenter 2 - I think you need to calm down and think about a way to compromise with Denver.

Suzy - Calm Down. I am so angry I think I will never calm down.

Presenter 2 - Why don't you make up a poem about how you are feeling? Sometimes writing your your feelings or talking to someone about how you feel can help get rid of the anger.

Suzy - OK, I'll try it. But I'm telling you I don't think it will work!

Presenter 2 - I'll be right back. I don't want Suzy and Denver to get in another argument.

Denver -(*glumly*) Hi, Suzy!

Suzy - (*glumly*) Hi, Denver.

Denver - I, uh,... I have a present for you. For your birthday. member, we're sposed to go to Chuckie Cheese, today.

Suzy - Oh, right. (*surprised*) You have a birthday present for me?

BEST COPY AVAILABLE

©State Library of Ohio 2002

Denver - (*more upbeat*) Yeah, it's this flashlight. (*bends down and he brings up the flashlight on the rod up to appear as if it is in his hand)* I bought it with my allowance. I didn't have enough money for the one with the yellow and red emergency flashers, but maybe you can take it camping when we go, if you still want to. (*hands flashlight to Suzy by transferring rod to presenter 1. Make it appear as if Suzy is holding it*)

Suzy -(*joyfully)* I love it. Thanks a bunch. That is s-o-o-o nice of you, Denver. Well, I have something for you, too. (*bends down, leaves flashlight behind stage and brings up CD on rod to appear as if she is holding it. Hand to Denver by transferring rod to Presenter 1. Make it appear as if Denver is holding it*) Uh-m-m- m...here!

Denver - (*amazed)* This is your Back Street Boys CD. The one I said, I liked so much.

Suzy - (*excited)* Yeah, you can borrow it and my CD player w/headphones when we go camping.

Denver - That's a great idea. Then I can hear music and you can hear the sounds of nature. What's this paper taped to the back?

Suzy - Oh, a poem I wrote when I was angry. It helped calm me down.

Denver - Do you mind if I read it?

Suzy - No, it's OK. Go ahead.

Denver - (*reads slowly)*

Denver, Denver stubborn head.
Buy your flashlight and go to bed.
Denver, Denver why did we fight
About a dumb, old silly flashlight?
Denver, Denver I miss you.
I am sorry. Hope you are too!

Denver - Oh, Suzy, I am sorry, too!

Suzy - It sure is better when you can control your anger.

Denver - I agree. From now on let's try to help each other stay calm when we disagree.

Suzy - It's a deal. Best friends forever!

Denver - Forever! Now, let's go to Chuckie Cheese! (*exit singing Happy Birthday to Us*!)

BEST COPY AVAILABLE

©State Library of Ohio 2002

THEME: HONESTY

MUSIC:

Clement, Debbie. "You're Wonderful," *Debbie's Ditties for Little Kiddies.* American Studios, 1998.
This interactive song leaves everyone feeling just a little bit better about themselves.

Wilson, Dean. "The Library Song," *A Child at Heart.* Syndicate Sound & Video Works, 1995.
Book characters come alive for a young boy who visits the library on a rainy, boring Saturday afternoon.

Poetry:

Silverstein, Shel. "Pinocchio," *Falling Up.* Harper, 1996.
This humorous poem sums up the tale of Pinocchio in a style that appeals to children.

Silverstein, Shel. "Lyin' Larry," *Falling Up.* Harper, 1996.
Larry lies about everything no matter what or why.

Literature:

Brittan, Dolly. *Let's Talk About Cheating.* Rosen, 1997.
This book discusses cheating. It explains why people cheat and how to be a winner without cheating.

Buehner, Caralyn. *I Did It, I'm Sorry.* Puffin, 1998.
Character issues including honesty and moral courage are conveyed in this book using animal characters in a variety of situations. The situations can be used for role-playing.

Miller, Jamie. "All Tied Up," *10-Minuter Life Lessons For Kids.* Harper Perennial, 1998.
A rope is used in this quick-acting skit to illustrate how lies entangle one's life.

Raatma, Lucia. *Honesty.* Bridgestone Book, 2000.
This book discusses ways to be honest at home, at school, in your community, and with each other.

Schecter, Ellen. *The Boy Who Cried "Wolf".* Bantam, 1994.
This traditional tale of a young boy falsely crying for help teaches children the consequences of lying.

©State Library of Ohio 2002

Visual Aides:
Pinocchio doll - Can be used to introduce the honesty theme and promote discussion.

Large Picture Cards:
These pictures cards correlate with the rebus pictures in the story "*The Boy Who Cried Wolf*". Students work in teams holding up the picture cards at the appropriate times.

Skit: "All Tied Up," *10 - Minute Life Lessons For Kids* by Jamie Miller. pages 81 - 82.
A Rope, chair, and two people are needed to perform this skit.

Why Do People Lie Chart:
This chart consists of clip art and the following reasons:

- Fear of Punishment
- Others Will Like You

Why Tell The Truth Chart:
This chart consists of clip art and the following reasons:

- Safety
- Trust
- It's Right
- Feel Good

©State Library of Ohio 2002

Discussion Questions - Honesty

1. What happened to the boy in "The Boy Who Cried Wolf" because he lied?
2. How did the people feel about the boy because he lied?
3. How do you think Denver will feel if he cheats on the spelling test?
4. What do you think Denver should do?
5. Use the Why Do People Lie Chart and discuss some reasons people lie?
6. Use the Why Tell the Truth Chart and discuss some reasons to tell the truth?

EXTENDED ACTIVITY:
Work with teachers to have students draw pictures illustrating the theme, " Being honest makes me feel _____." Advise them that the pictures will be laminated and made into a book on honesty for their school library.

©State Library of Ohio 2002

PUPPET PLAY:

HONESTY IS THE BEST POLICY

By Stephanie Gildone and Pam Nyman

DESCRIPTION:

Denver is nervous about an upcoming spelling test and almost resorts to cheating to pass the test. Suzy persuades him this is not a good idea and shows him that he already knows the spelling words.

Characters:

Suzy - puppet with mouth and rods on hands
Denver - puppet with mouth and rods on hands
Presenter 1 - Suzy
Presenter 2 - Denver

Denver - (*walking & looking at his hand*) F-A-R-M, H-O-R-S-E. (*Suzy enters*)
Suzy - Hi, Denver.
Denver - Hey, Suzy. (*looks at his hand several times while talking by bringing rod up and down and bending head down to hand*)
Suzy - I'm little nervous about our big spelling test today. I studied last night. My Mom helped me.
Denver - Yeah...I'm nervous, too. (*looks at his hand and puts it down fast*)
Suzy - How come you keep looking at your hand? Is something wrong with it?
Denver - (*nervously*) No! Nothin's wrong with my hand. (*puts hand behind* back) Why?
Suzy - (*sarcastically)* Well, how come you keep looking at it like this? (*demonstrates looking at hand by bringing rod up and down several times quickly and bending head to hand*)
Denver - O-h-h-h, all right I'll tell you, but you better not tell anyone else. Promise?
Suzy -(*annoyed)* Yeah, Yeah I promise. Just tell me.
Denver -(*hesitantly*) Well. . . there was this really neat show about dinosaurs on the Discovery Channel last night and I watched that instead of studying my spelling words.
Suzy -(sarcastically) Yeah, so what's that got to do with your hand?
Denver -(*hesitantly*) Well . . . I kinda, sorta wrote the spelling words on my hand.
Suzy - (sarcastically) Why did you do that? You think they'll sink into your skin and go to your brain?
Denver - N-o! Now I can look at my hand while I take the test and see how to spell the words.
Suzy -(*shocked)* W-h-o-o-a . . . that's cheating, Denver.
Denver - Well, what else am I supposed to do? I'll probably flunk the test because I watched TV instead of studying.
Suzy - Denver, we need to talk about this. (*Denver and Suzy exit stage)(Break to discuss with class*)
Presenter 2 - Oh, my goodness. I hope Suzy can talk to Denver and help him understand that he is not making a good choice.
Presenter 1 - Me, too. What he is thinking about doing is called cheating.
Presenter 2 - Denver is not being honest. How do you think Denver will feel if he cheats on the spelling test? Raise your hand if you want to share an idea.(*Allow students to share their ideas and feelings)*
Presenter 1 - What do you think Denver should do? Raise your hand if you have an idea.(*Have children share ideas and feelings*)
Presenter 2- I found this book at the library, *Let's Talk About Cheating* by Dolly Brittan. It tells about cheating. Let's see what it has to say. (*read pages 6, 9, 13, 21, & 22*)
Presenter 1 - That book certainly helps us understand cheating and how wrong it is.
Presenter 2 - Shall we see what Denver decides to do?(*Presenters 1 and 2 exit to backstage)* (*Suzy and Denver enter*)

©State Library of Ohio 2002

BEST COPY AVAILABLE

Suzy - Denver, if you get caught cheating it will be a whole lot worse than flunking the spelling test. Your parents will be angry. You'll probably have to go to the principal's office and all the kids in class will know you are a cheater!

Denver - I never thought about all that. I was just thinking about passing the test.

Suzy - Maybe you won't get all the words on the test right, but I bet you can spell some of the words!

Denver - Let's see... I can spell pig, P-I-G, and farm, F-A-R-M, and barn, B-A-R-N. Hey, I can spell some of these words and I didn't even look at my hand.

Suzy - See, I told you. If you cheat, you'll feel really bad.

Denver - I guess you're right, Suzy. Do you think you can ask me the words and I can practice while we wait for the bus?

Suzy - Sure, I'd be happy to help. That way I can practice the words, too. But what about the words on your hand?

Denver - (*thinks a moment*) I know! As soon as we get to school I'll go to the restroom and wash them off.

Suzy - Good idea, Denver. Now you are making good choices. You know my mom always says, "Honesty is the best policy." That means being truthful and not cheating or lying is the best way to be.

Denver - Thanks, Suzy. I'm glad you're my friend.

Suzy - What are friends for? The next time I'm about to make a bad choice, will you let me know?

Denver - Absolutely!

Suzy - Now for the spelling words...how do you spell cow?

Denver - That's easy - cow - C-O-W. Maybe, I will do all right on that test. But the next time I'm supposed to study, I'm going to turn off the TV.

Suzy - That would be a good choice, Denver. (*As both puppets exit Suzy gives another word and Denver spells it correctly)*

©State Library of Ohio 2002

PUBLICITY GUIDELINES/SUGGESTIONS

All publicity should include the following information:

WHO: Name of your library.

WHAT: **HELPING BOOKS HELPING FAMILIES:**
A Picture Book, Storytelling and Discussion Program.

LENGTH OF PROGRAM: Four to six weeks (depends on your situation)

DESCRIPTION:

FAMILIES TALK Discussion Themes:
Thunder Claps: Being Afraid & Facing Fear, Cross My Heart: Honesty, What Goes Around Comes Around: Compassion & Kindness, Knuckle Sandwiches: Bullies and Teasing, Swimming Against the Tide: Self Image

PARENTS TALK Discussion Themes :
Behavior, Bullies & Teasing, Feelings, Honesty, Self-Esteem or Self-Image, and Similarities & Differences (Individuality)

STUDENTS TALK Discussion Themes :
Bullying, Anger Management, Honesty

- Stories on the themes will be presented by {Storyteller, (if used), for kick-off or library staff}
- Discussion will be led by {Name of Discussion Facilitator and affiliation}
- Includes information on how to read and share stories with children
- Childcare will be available (if provided)
- (Language) translator or specialist will be available (if provided)

WHERE: Location of program

WHEN: Give dates of program

WHY:

- To support families in their endeavors to use children's literature to reinforce positive values being taught in the home
- To demonstrate the important resources the library has for families
- To deal with universal sensitive issues

HOW: Details for registration if required

CONTACT: Give contact name and telephone number

©State Library of Ohio 2002

PROMOTION TIPS

- Make sure all publicity mentions not only the library name, but the names of partners and funders.

- Promote the program with your partners, their staff and with the library staff so that they will understand the program.

- Have staff/partners participate in some way so that they also have ownership of the program.

- Share your program with the Library Board and Friends of the Library.

- Make sure your publicity reaches your target audience - where will they see it? Are they able to read fliers/letters?

- Offer your program at a time when the audience can attend. Will they need childcare? Will their children be able to attend a storytime in the building at the same time? If doing the STUDENTS TALK program, be sure to contact the school guidance counselor.

- Consider involving some members of your target audience in all planning meetings.

- Spread the word about your program on their turf - go to meetings of the organization you are targeting.

- What are some ways to publicize this program?

- Personal contact
- Written materials such as fliers, newspaper announcements
- Broadcasts -interview programs, cable TV, community announcements, public service announcements
- Graphics -bookmarks, posters, library displays
- Library website

©State Library of Ohio 2002

HELPING BOOKS HELPING FAMILIES
TEACHER LETTER FOR
FAMILIES TALK

Dear Teacher:

I want to tell you about a new program that the (YOUR LIBRARY NAME HERE) will begin this (SPRING, FALL, YEAR). The program, **HELPING BOOKS HELPING FAMILIES**, is designed to help families and their children improve their reading skills and to enjoy reading.

As you know, there are many things that families and friends can do to encourage and help a child's interest and skill in reading. **HELPING BOOKS HELPING FAMILIES** is a special program of storytelling, reading, and discussion for parents and children ages six to nine. The program is designed to increase children's enjoyment of reading and to help families learn how to talk about books in ways that will assist their children in school. Studies show that children who read for pleasure have better reading comprehension, vocabulary, and spelling skills.

The programs are free of charge to all families and transportation will be provided for those who need it.

HELPING BOOKS HELPING FAMILIES programs are presented by a Discussion Facilitator, utilizing quality children's books. The mission of the program is to:

- reinforce positive values being taught in the home
- deal with universal sensitive issues
- promote discussion around these topics using literature as a catalyst

Please encourage your students to take the enclosed flier and share it with their parents. We would also appreciate it if you would tell other families in your school about **HELPING BOOKS HELPING FAMILIES** and encourage them to attend. Families who want to participate must pre-register and may do so by completing and returning the form accompanying this letter or by calling the library at (PHONE NUMBER).

Thank you for helping us spread the word about **HELPING BOOKS HELPING FAMILIES**.

Sincerely,

(Your name here)
Anytown Public Library
Phone
E-mail address

©State Library of Ohio 2002

HELPING BOOKS HELPING FAMILIES
TEACHER LETTER
FOR
STUDENTS TALK

Dear Teacher:

My assistant and I will be presenting a series of **HELPING BOOKS HELPING FAMILIES** programs in your classroom during the next three weeks. We will arrive at 1:30 P.M. and present a one hour program on three consecutive Mondays on the following topics:

- Bullying - (Give date here)
- Anger Management - (Give date here)
- Honesty - (Give date here)

Please be aware that these topics may stir up feelings or behaviors in some students that may need to be addressed by you, the counselor, or the school psychologist. Because you know your students well, we hope you will consider attending with your class during the presentations over the next several weeks. With your help, we can watch for any signs of behavior that may require individual attention. Essentially, we are asking you to help the students deal with feelings and emotions that may come about as a result of these presentations.

We appreciate this opportunity to work with you and to help the students in your classroom understand the feelings and behaviors these issues evoke and to offer them positive methods to deal with them.

Sincerely,

(Your name here)
Anytown Public Library
Phone
E-mail address

©State Library of Ohio 2002

HELPING BOOKS HELPING FAMILIES
SAMPLE PHOTOGRAPHER RELEASE FORM

I understand there is a possibility that photographs taken of me and my family might be used by the (NAME OF LIBRARY) and The State Library of Ohio for publicity for the **HELPING BOOKS HELPING FAMILIES** project. Permission is hereby granted for the (NAME OF LIBRARY) and the State Library of Ohio to use photographs taken of me and my family for the above stated purpose.

_____ _____

NAME DATE

©State Library of Ohio 2002

BEST COPY AVAILABLE

PARENTS TALK

Sample Press Release
(Print on Library Letterhead)

For Immediate Release

Library: _____
Contact: (telephone or email) _____
(Time)_____(Date)_____

ANYTOWN PUBLIC LIBRARY WILL HOST

A PICTURE BOOK, STORYTELLING, DISCUSSION PROGRAM

(ANYTOWN, USA) Parents of children ages five to eight are invited to attend **HELPING BOOKS HELPING FAMILIES**, a (four to six) week Picture Book, Storytelling and Discussion Program to be held at (ANYTOWN Public Library) beginning on (Day of the week, Date) and continuing through (Day of the Week, Date).

Sponsored by (Name of Library), (Other Partners), the program is made possible by (List Funders) and The State Library of Ohio.

The purpose of the program is to support parents in their endeavors to reinforce positive values being taught in the home by using children's literature and discussing issues related to important character traits such as Behavior, Bullies & Teasing, Feelings, Honesty, Self-Esteem, and Similarities & Differences.

Add quote from Director or librarian or partner. "We are delighted to offer this program because..." **HELPING BOOKS HELPING FAMILIES** will feature a special kick-off on (date here) with Storyteller (supply name, affiliation) and a Discussion Leader (supply name, affiliation).

A free brochure (bookmark) will highlight resources the library has to support this program. Childcare will be provided for parents attending this program. The programs are free and open to the public. Contact (telephone number) for more information.

©State Library of Ohio 2002

BEST COPY AVAILABLE

FAMILIES TALK
Sample Press Release
(Print on Library Letterhead)

For Immediate Release

Library: _____
Contact: (telephone or email) _____
(Time)_____(Date)_____

ANYTOWN PUBLIC LIBRARY WILL HOST

A PICTURE BOOK, STORYTELLING, DISCUSSION PROGRAM

(ANYTOWN, USA) Families with children ages six to nine are invited to attend **HELPING BOOKS HELPING FAMILIES**, a (four to six) week Picture Book, Storytelling and Discussion Program to be held at (ANYTOWN Public Library) beginning on (Day of the week, Date) and continuing through (Day of the Week, Date).

Sponsored by (Name of Library), (Other Partners), the program is made possible by (List Funders) and The State Library of Ohio.

The purpose of the program is to support families in their endeavor to reinforce positive values being taught in the home by using children's literature and discussing issues related to important character traits such as Moral Courage, Honesty, Compassion, Bullies, and Self Image.

Add quote from Director or librarian or partner. "We are delighted to offer this program because..." **HELPING BOOKS HELPING FAMILIES** will feature an exciting kick-off program with Storyteller (supply name, affiliation) as well as a stimulating discussion of children's books.

A free brochure (bookmark) will highlight resources the library has to support this program. Refreshments will be provided. The programs are free and open to the public. Contact (telephone number) for more information.

BEST COPY AVAILABLE
©State Library of Ohio 2002

PARENTS TALK

Sample Public Service Announcement
60-second announcement

Parents have an impact on the process of instilling positive character traits in their children. Their involvement can create these positive values that become a part of their child's everyday life at home, at school, and later in life.

The (Name of Library) invites parents of children ages five to eight to attend a free (four to six) week program - **HELPING BOOKS HELPING FAMILIES** beginning on (Day, Date) and continuing through (Day, Date). Children may also attend a free storytime while parents meet with a storyteller and discussion leader/specialist. Parents will be able to check out books and materials to read to their children relating to character education.

HELPING BOOKS HELPING FAMILIES is sponsored by (Name of Library), The State Library of Ohio, and (List Partners) through funding provided by (Name Funders).

For more information, call (telephone number).

FAMILIES TALK

Sample Public Service Announcement
60-second announcement

HELPING BOOKS HELPING FAMILIES is an entirely new concept in book discussion and storytelling. It combines the excitement of good stories with the stimulation of a good book discussion. This program can be used as a basis for parents and children to talk together about difficult and challenging issues.

The (Name of Library) invites families with children ages six to nine to attend a free (four to six) week program - **HELPING BOOKS HELPING FAMILIES** beginning on (Day, Date) and continuing through (Day, Date). For the kick-off program (Day, Date), families will be treated to a wonderful storyteller (name, affiliation). As part of the program they can also check out books and materials to read together at home.

HELPING BOOKS HELPING FAMILIES is sponsored by (Name of Library), The State Library of Ohio, and (List Partners) through funding provided by (Name Funders).

For more information, call (telephone number).

©State Library of Ohio 2002

OUTREACH AND NETWORKING TIPS

It is important to determine your audience for this program. In most cases this will require outreach to other organizations in your community. Most likely you will be targeting people who do not already attend library programs. Thus it is important to partner with organizations that have contact with those you intend to target for your audience.

Who are some of these potential partners? Consider the following:

1. Local School Districts
2. Preschools
3. Day Care Settings -Center Based and Home Based
4. Head Start Parents
5. Members of the Ohio Association for the Education of Young Children
6. Literacy Groups
7. Cultural and/or Ethnic Organizations
8. Colleges and Universities with Early Childhood or Education Departments
9. Family Health Centers
10. Parent Teacher Organizations
11. Home Schooled Families
12. Foster Parent Organizations
13. Church Organizations
14. Social Services Organizations
15. Counseling Services
16. Bookstores
17. Community Centers
18. Service Clubs (i.e. Rotary, Lions, Kiwanis, Exchange Club)
19. County Commissions on Children & Youth
20. Other Libraries in Your Region
21. Adult Basic Literacy Education (ABLE) groups
22. Salvation Army
23. WIC program (Women, Infants, Children)
24. YMCA/YWCA
25. Boys and Girls Clubs
26. 4-H
27. Big Brothers/Big Sisters

©State Library of Ohio 2002

NETWORKING TIPS

1. Involve all key players of the organizations with which you are working.
2. Choose realistic goals.
3. Determine how to best advertise the program to constituents.
4. Recognize that you might not always agree.
5. Make promises you can keep.
6. Give credit to and mention all partners in any publicity.
7. Publicize before and after the program.
8. Write thank-you notes.
9. Continue to keep in touch via meetings, newsletters, etc.

*** An Important Note on Outreach ***

Often the audience you want to attract to this program is reluctant to attend a program at the library. For this reason you may decide to plan this program at a site that is on the audience's turf, and where they feel comfortable, or at a program they already attend. (i.e. Parent Involvement Meetings for Head Start Parents). Ideally, it would be best to have the program at the library where resources are available for check-out and you can find other resources or check the web if questions arise. If you hold the program at a community site, possibly you can hold the last two sessions at the library. For the purposes of this manual, we will refer to the library as the site of the program.

BEST COPY AVAILABLE

©State Library of Ohio 2002

Funding/Grant Possibilities

Most of the funding required will be needed to purchase multiple copies of the picture books, if desired, and resource materials. Funding may also be necessary to pay for the Storyteller, but this is an optional expense. You may only choose to use the Storyteller as a special opening or closing event. Funding may also be needed for the discussion leader, or specialist if used for the **PARENTS TALK** program.

Following is a list of funding possibilities you may wish to consider or grants you might pursue.

- LSTA funding distributed by the State Library of Ohio.
  HELPING BOOKS HELPING FAMILIES is a program produced and supported by the State Library of Ohio. Projects for this program may be funded through the Federal Library Services and Technology Act (LSTA). For more information on deadlines and requirements for the LSTA funding see the State Library's website at: http://winslo.state.oh.us/publib/lsta98.html
- Friends of the Library monies
- Local schools
- Head Start Centers (Contact the Executive Director or Parent Involvement Coordinator for possible support.)
- Kiwanis or Rotary Clubs (These two groups are very interested in supporting programs involving children and literacy.)
- Churches in the area who are interested in character education
- PTA organizations
- Social Services agencies
- Counseling Services
- Bookstores
- Local chapters of the National Association for the Education of Young Children. (See the State of Ohio website at: http://www.oaeyc.org/.)
- Ethnic organizations - i.e. NAACP, Knights of Columbus etc.
- Community or Business Leaders
- Corporate or Foundation funding in your area.

©State Library of Ohio 2002

GRANTWRITING RESOURCES

Barber, Peggy and Linda Crowe. *Getting Your Grant: A How-To-Do-It Manual for Librarians.* New York: Neal Schuman, 1993.

Belcher, Jane and Julia Jacobsen. *From Idea to Funded Project: Grant Proposals That Work.* Phoenix, AZ: Oryx Press. 1992.

Des Enfants, Sherry. "Seeking Alternative Funding: Grantsmanship" from *Youth Services Librarians as Managers.* Compiled and Edited by Kathleen Staerkel, Mary Fellows, and Sue McCleaf Nespeca. Chicago: American Library Association, 1995.

WEBSITES

THE FOUNDATION CENTER
http://fdncenter.org/
The Foundation Center offers information on funders and funding in general. The center is dedicated to serving grantseekers, grantmakers, researchers, policymakers, the media, and the general public.

MICHIGAN COMNET SITE FOR FUNDING RESEARCH
http://comnet.org/net/funding.html
This site offers a variety of resources for those needing advice on how to approach funders, how to write a grant and how to make the project fit the funders' goals.

THE EDUCATION ENHANCEMENT PARTNERSHIP
http://www.teep.org/mission.html
Located in Canton, Ohio, this organization's mission is to "foster private sector efforts in education reform to improve learning for all children, from pre-school through twelfth grade." Some of the projects they have funded include family involvement projects.

KNOWLEDGE WORKS FOUNDATION
http://www.kwfdn.org/
Located in Cincinnati, Ohio, this foundation's mission is to "further universal access to educational opportunities." One of their three major focuses includes early childhood projects.

OHIO LITERACY RESOURCE CENTER - GRANTS AND FUNDING RESOURCES
http://literacy.kent.edu/Oasis/grants_funding.html
The Ohio Literacy Resource Center website has many resources including information on funders and funding for literacy-related projects. The site also has a great set of links.

©State Library of Ohio 2002

Budget Considerations

This can be a very low cost program. Costs, however, will vary according to the service needs of the individual communities and to the personnel resources available.

Most needed expenditures will include:

- Fees for storyteller (if used)
- Fees for discussion facilitator
- Fees for specialists (if used)

See "Roles of Key Personnel" to determine what non-library personnel may be a budget concern, or may be part of library staffing.

Other expenditures may include

- Snacks for participants
- Give-a-ways for participants
- Childcare for very young children

Donations might include

- Transportation
- Volunteer childcare
- Snacks and give-a-ways

Sample budget for a Families Talk program:
Storyteller fees (if needed) - 1 sessions at $150.00 per session
Specialist fees (if needed) - $75.00 per session
Snacks - $1.50 per person per session
Give-a-ways - $10.00 per session

Sample budget for a Parents Talk program:
Specialist fees (if needed) - $75.00 per session
Storyteller fees (if needed) - 1 sessions at $150.00 per session
Childcare fees - $75.00 per session
Snacks - $1.50 per person per session
Give-a-ways - $10.00 per session

Sample budget for a Students Talk program:
Supplies for puppet and skits - $100.00
Storyteller fees (if needed) - 1 session at $150.00 per session
Special character education charts - $50.00
Snacks - $1.50 per person per session
Give-a-ways - $10.00 per session

Note: The flexibility of this program not only includes the option to choose other theme units for additional programs, but also flexibility on which audience to address. Targeting low income, low literate families may mean more budgetary concerns, such as: Childcare may be needed for the family discussion program as well if very young siblings are involved. Transportation may also be needed for some families.

©State Library of Ohio 2002

HELPING BOOKS HELPING FAMILIES

SAMPLE DONATION LETTER

Dear:

The (NAME OF YOUR LIBRARY) is sponsoring a (four to six) week literacy program targeting at-risk families whose children, ages (six to nine or five to eight) years old, are having difficulty learning to read. The program, **HELPING BOOKS HELPING FAMILIES**, encourages families to read and discuss meaningful children's books together and enables parents with limited literacy skills to create a home environment supportive of their children and their reading development.

The program will be held at the library on (DAY AND TIME HERE). The program will feature a Storyteller (if used) and a Discussion Facilitator. Transportation will be provided for families in need of it.

Each weekly session will require funds to accommodate costs for the Storyteller for the kick-off event, the Discussion Facilitator and possibly a Specialist. In addition to these costs, we may also serve nutritious snacks as part of our program.

We are requesting your support for these programs either in the form of funding or a donation from your business. We would be most appreciative of your support.

Thank you for considering this request. If I can provide you with further information about the **HELPING BOOKS HELPING FAMILIES** programs, please do not hesitate to call me.

Sincerely,

©State Library of Ohio 2002

GRANT WRITING
SOME SUGGESTIONS ABOUT THE PROCESS

THE RELATIONSHIP BETWEEN PROGRAM PLANNING & GRANT WRITING

- Grant writing is not an end in itself.
- Grant writing is a proactive process to put resources in place for the work you intend to do in pursuit of your goals.
- The grant planning and grant writing process is a way to sharpen plans you already have, extend them slightly, and/or change the focus in small ways.
- The process moves from mission to goals, to objectives, program plans, and budgeting. Then the decision can be made about how grant funds could help achieve budget needs and program objectives.

GRANT MAKERS

- A grant maker's primary goal is not to give money away . . . It is to enable other people to do things which will further the grant maker's goals.
- Grant makers generally do not support ORGANIZATIONS. They do not want to know how their money is going to strengthen your organization, pay for staff and overhead, or buy you a new computer. They want to know how your project will further their goals.
- Use their jargon. Express your program in their words.
- Use their words as they use them. Explain your words.

THE PROPOSAL

- Elements: The elements of a proposal are whatever the funder tells you they are, but generally they include:

  Cover Letter, at minimum:
  - States the $$ wanted
  - Introduces the proposer
  - Briefly introduces the project to orient the reader
  - Gives the name of the person to contact for further information

©State Library of Ohio 2002

Proposal:
- Narrative
- Budget
- Attachments

Attachments often required:
- IRS 501(c)(3) tax-exempt status determination letter
- Audit
- Board Roster
- Vitae of staff key to project

- Proposal Narratives:
  - Introduce the organization
  - Introduce the grant makers to the world you are in, the problem you are confronting
  - Explain your answer to the program, your approach

CONTACT WITH THE FUNDER

- Who will represent the organization with the funding source?
- Be prepared for telephone calls
- Be prepared to discuss budget figures, ideas, and the question of whether an award less than the total would be acceptable
- Make clear to the funder who the contact person is

GETTING A GRANT IS ONLY THE BEGINNING

- Who will be responsible for tracking financial information?
- How will you track program activities?
- Who will be responsible for follow-up reports?

©State Library of Ohio 2002

Evaluation

Evaluation is a necessary component for this program. In addition to any evaluation that may need to be completed for grants, you will want to give a copy of your evaluation component to your director, library board, any funders, partners and to Ruth Metcalf at the State Library of Ohio, who will be monitoring this program. There are various types of evaluation that can be completed. They include quantitative data, qualitative data, participant surveys, and comment boxes.

QUANTITATIVE DATA

This is statistical type of information. It includes such items as the number of people who attended the programs, the number of materials checked out by those who attended the programs, the number of new library card applications, and the number of weeks attendees participated in each program (i.e. 10 people attended all (four to six) weeks, five attended five weeks etc).

QUALITATIVE DATA

This is personal stories you acquire during the course of the project. How did the program impact the lives of those who attended? These are your human-interest stories, testimonials, and success stories. This data could also include letters of support from partners on the project.

SURVEYS

This is the most common tool used by librarians attempting new programs. Surveys can be completed by all those who attend each program or at the end of the series of programs. Surveys are very helpful in planning future programs. Keep them simple and very easy to fill out. A Preliminary Survey to be given prior to the program is included, as well as a Post Survey for after the program ends .

Probably most important is a follow-up survey that can be sent to participants two months after the program. In this survey, you will want to determine if attendees have used any of the stories with their children and held discussions with their children on the topics. You might also want to find out if they have been to the library since the program and whether the experience has changed their daily reading habits with their children. This information can be mailed to former attendees but be sure to include a self-addressed stamped envelope for the return of this follow-up survey.

COMMENT BOXES

These can be provided at each workshop so that participants can give input, comments, or suggestions anonymously. Not everyone is willing to fill out a survey, but people are often comfortable with giving suggestions if they do not need to include their name.

BEST COPY AVAILABLE

©State Library of Ohio 2002

HELPING BOOKS HELPING FAMILIES
PRE-PROGRAM PARENT SURVEY

Site Name_____ Program Dates:_____

Parents' Name_____

1. How often do you and your child read together?
   Daily____ Weekly____ Monthly____ Other_____

2. How many people in your family have a library card? ___

3. How often do you use the library?
   Weekly___ Monthly_____ Other_____

4. What are your three favorite things to do together as a family?
   1._____
   2._____
   3._____

5. How did you find out about this program?

6. May we contact you after the program ends?
Yes ____ No____ If yes, telephone number_____

©State Library of Ohio 2002

HELPING BOOKS HELPING FAMILIES

POST PROGRAM

PARENT EVALUATION

Site Name_____ Program Dates:_____

Parents' Name_____

1. Did the HELPING BOOKS HELPING FAMILIES program help you find different ways to share books with your children? How?

2. Did the program help you find different ways to talk about tough topics?
Yes___ No___ Describe:

3. Describe below what you liked best about the program:

4. Describe below what you liked least and how it could be improved:

5. What other types of programs would you like to come to?

Comments:

©State Library of Ohio 2002

HELPING BOOKS HELPING FAMILIES
POST PROGRAM
CHILD EVALUATION

For each question, color the face that shows best how you feel about the program.

1.Did you like this program?

2. Which sessions did you like best?

Being afraid

Honesty

Bullies

Kindness

Anger

Feeling good about yourself

3. Would you come to another program like this?

4. Name a topic(s) you would like to discuss at another program.

©State Library of Ohio 2002

HELPING BOOKS HELPING FAMILIES

FOLLOW-UP SURVEY

(ONE TO TWO MONTHS AFTER PROGRAM)

1. How often have you or your family used the library since you attended the **HELPING BOOKS HELPING FAMILIES** program?

   CHECK ALL THAT APPLY:

   ___ Once a month
   ___ Once a week
   ___ At least twice a month
   ___ At least twice a week

2. Has participating in **HELPING BOOKS HELPING FAMILIES** changed the way you talk with your children? YES___NO___ If yes, please give an example:

3. What are your three favorite things to do together as a family?
   1._____
   2._____
   3._____

4. Are you interested in more programs like **HELPING BOOKS HELPING FAMILIES**?
   YES____ NO____

COMMENTS:

©State Library of Ohio 2002

SUPPORT RESOURCES
Resource People

For this program, you will need the assistance of two, possibly four resource people. They are a Storyteller (if used), Discussion Facilitator, Specialist(if used), and a Translator. In addition to these resource people, the Librarian will act as the Coordinator Host for the program. See "Roles" section for more information on this. Here are some suggestions for finding these people.

STORYTELLER

Consult the most recent edition of the State Library of Ohio's Reading Program Manual for a list of storytellers in the state of Ohio:
(http://winslo.state.oh.us/services/LPD/orpperformer.html)

You may also know of storytellers in your area. Talk to local storytelling organizations in your region who may have performer lists. If you have an experienced storyteller at your library, you may wish to employ that individual. Just be certain they are comfortable with a variety of audiences and can model good storytelling techniques. All the picture books and/or media listed in the FAMILIES TALK, STUDENTS TALK, PARENTS TALK themes may be adapted and used by the storyteller, (if used).

DISCUSSION FACILITATOR

The Discussion Facilitator could also be a library employee, who has the necessary skills to lead a book discussion. Ideally the discussion facilitator will be the same individual each week. If that is not possible, then try to limit the number of facilitators. Discussions will build on previous weeks due to the themes selected.

SPECIALIST

For the PARENTS TALK themes, there may be discussion that arises that requires an in-depth knowledge of child development or psychological issues. This may need to be presented by a specialist. For the PARENTS TALK themes, the Discussion Facilitator and the Specialists may be the same person. You may wish to obtain the skills of an individual who has a Master's or Doctorate Degree in Elementary or Early Childhood Education. You can check with colleges or universities in your area or check with your local chapter of the Ohio Association for the Education of Young Children (http://www.oaeyc.org). Other individuals who would be excellent candidates for the specialist include child psychologists in your area, or therapists or counselors who deal strictly with children and issues related to children. For the STUDENTS TALK themes, the specialist may be the guidance counselor or psychologist.

TRANSLATOR

After identifying your audience, you will need to determine if a foreign language translator is necessary. If so, you will need to secure their services and explain the program in detail. You can check with the partnering organization for suggestions on a translator, or check with cultural organizations or social service agencies in you area. See Appendix B for information on contacting translators.

©State Library of Ohio 2002
BEST COPY AVAILABLE

BOOKS

This list is divided up into the three main skill areas which professionals may desire more information while planning and implementing the HELPING BOOKS HELPING FAMILIES program. Included are Bibliotherapy, Character Education, Storytelling, as well as a list of websites. The bibliography is a sampling of sources that will broaden your knowledge in each area, provide suggestions for practicing the concepts, and recommend books and other resources that can be used both during group discussions and by families at home. A more comprehensive list of sources may be found on the HELPING BOOKS CONNECTION web site (http://www.helpingbooks.lib.oh.us/home.htm). This database may also be searched for additional titles with annotations on various subjects relevant to children.

BIBLIOTHERAPY

Campbell, Laura Ann. ***Storybooks for Tough Times.*** Fulcrum Publishers, 1999.

Grindler, Martha C. et al. ***The Right Book, The Right time: Helping Children Cope.*** Allyn & Bacon, 1996.

CHARACTER EDUCATION

Greer, Colin and Herbert Kohl, editors. ***A Call to Character: A Family Treasury of Stories, Poems, Plays, Proverbs, and Fables to Guide the Development of Values For You and Your Children.*** HarperCollins, 1997.

Gurian, Michael. ***What Stories Does My Son Need?: A Guide to Books and Movies That Build Character.*** Jeremy P. Tarcher/Putnam, 2000.

Hall, Susan. ***Using Picture Storybooks to Teach Character Education.*** Oryx, 2000.

Kilpatrick, William, Wolfe, Gregory, Wolfe, Suzanne. ***Books That Build Character; A Guide to Teaching Your Child Moral Values Through Stories.*** Simon & Schuster, 1994.

Kilpatrick, William. ***Why Johnny Can't Tell Right from Wrong: And What We Can Do About It.*** Touchstone Book, 1993.

Kirschenbaum, Howard. ***100 Ways to Enhance Values and Morality in Schools and Youth Settings.*** Allyn & Bacon, 1994.

Reuben, Steven Carr. ***Children of Character: Leading Your Children to Ethical Choices in Everyday Life.*** Lee Canter & Associates, 1997.

©State Library of Ohio 2002
BEST COPY AVAILABLE

STORYTELLING

Campbell, Laura Ann. ***Storybooks for Tough Times.*** Fulcrum Publishers, 1999.

Colkins, Rives. ***The Power of the Story: Teaching Through Storytelling.*** Pamela J. Cooper, 1996.

MacDonald, Margaret Read. ***The Storyteller's Start-up Book: Finding, Learning, Performing and Using Folktales: Including Twelve Tellable Tales.*** H. W. Wilson, 1993.

MacDonald, Margaret Read. ***Storytellers Sourcebook: A Subject, Title, and Motif Index to Folklore Collections for Children 1983-1999.*** Brian W. Sturm, 2001.

Sawyer, Ruth. ***The Way of the Storyteller.*** Viking, 1962.

Trelease, Jim. ***The Read-Aloud Handbook.*** *Penguin Books, 1995. 4th ed.*

WEB SITES

Discussion Groups

Motheread/Fatheread
http://www.humanities.org/motherfather/index.html
This is a curriculum based family reading and literacy program that uses quality children's literature and the power of sharing these stories within the family setting to help parents read effectively with their children.

Talk It Up! Book Discussion Groups for Kids -Multnomah County Library
http://www.multnomah.lib.or.us/lib/talk/resources.html
Explains how to conduct a book discussion group for kids with useful information on how to get a discussion started or what to do if no one talks. Established by Multnomah County Library in Portland, Oregon.

BIBLIOTHERAPY

ERIC DIGEST ARTICLE ON BIBLIOTHERAPY
http://www.ldonline.org/ld_store/bibliotherapy/eric_digest82.html
This article prepared by Nola Kortner Aiex, offers a good overview of what bibliotherapy is, when it should be used, who should conduct it, etc. Links to the original sources provide more in-depth information.

©State Library of Ohio 2002

UNIVERSITY OF MIAMI CHILDREN'S PICTURE BOOK DATABASE
http://www.lib.muohio.edu/pictbks/
The University of Miami in Oxford, Ohio, produces this database. It is a useful resource for picture books on many topics. The site includes a keyword search feature as well as a broad base of subjects.

EUGENE PUBLIC LIBRARY
http://www.ci.eugene.or.us:80/Library/staffref/therapy.htm
The Eugene Public Library, Oregon, produced this list of Helping Books for Children. Each list is briefly annotate

MAGINATION PRESS
http://www.maginationpress.com
This publisher's web site specializes in bibliotherapy titles for children and offers an extensive list of topics.

CARNEGIE LIBRARY OF PITTSBURGH
http://www.clpgh.org/clp/libctr/famctr/bibtherapy/
A wonderful book list compiled by a children's specialist at Carnegie Library of Pittsburgh on books to help children cope with today's problems. Specifically geared toward preschool children.

INTERNET SCHOOL LIBRARY MEDIA CENTER
http://falcon.jmu.edu/~ramseyil/bibliotherapy.htm
This is the Internet School Library Media Center's (ISLMC) Bibliotherapy Page. Here you'll find bibliographies of books, articles and other information on using children's books to help youngsters deal with problems.

OHIO LITERACY RESOURCE CENTER -TRADE BOOK LIST
http://literacy.kent.edu/Oasis/Resc/Trade/index.html
This site offers a list of trade (library) books that can be used in adult literacy programs. In addition to a searchable database of recommended titles, information is included about criteria for book selection, ideas for searching the database, and suggestions for using the books in adult literacy programs.

©State Library of Ohio 2002

CHARACTER EDUCATION

TEACHING VALUES
http://www.teachingvalues.com

Listed as "one of the most extensive sources on the web for parents, teachers and anyone involved with character education for children." Stories and activities are listed as well as links to other sites.

CHARACTER EDUCATION PARTNERSHIP
http://www.character.org
The web site of the Character Education Partnership (CEP), a nonpartisan coalition of organizations and individuals "dedicated to developing moral character and civic virtue in our nation's youth."

HEARTWOOD BOOKS
http://www.heartwoodethics.org/libraries/
This site offers extensive materials on ethics and character education for schools, libraries, and other interested parties.

©State Library of Ohio 2002

APPENDIX A

DISCUSSING BOOKS WITH FAMILIES

Children of all ages are keen observers when it comes to books. They will let you know during the discussion, what they like about the books and what they do not like. As a HELPING BOOKS HELPING FAMILIES discussion leader, you should be a facilitator and moderator rather than an "authority" or "teacher." The leader can provide background on the author and book and ask open-ended questions that will guide the discussion.

Book discussions are a wonderful method to help families verbalize their thoughts and feelings about real life situations. By exposing families and their children to a wide variety of genres of children's literature, we can offer different ways to understand the world around us. Through listening to stories, reading, and thinking about characters and situations in literature, children can come to sense what it means, for example, to be kind, honest, or fair, not to mention the benefits in terms of language development.

Characteristics of a good book discussion include:

- Familiarity with a piece of literature
- Identification with some aspects of the work
- An open-ended discussion process
- Facilitator well versed in the literature and knowledgeable about the discussion process

For more information on the book discussion process see the following:

BOOKS:

Borders, Sarah G. ***Children Talking About Books.*** Oryx Press, c1993.

Dodson, Shireen. ***The Mother Daughter Book Club.*** Harper, c1997.

Gambrell, Linda, Ed. ***Lively Discussions! Fostered Engaged Reading.*** International Reading, c1996.

McMahon, Susan, Ed. ***The Book Club Connection: Literacy Learning and Classroom Talk.*** Tichnors College Press, c1997.

Oakley, Nancy. ***Book Discussion Clubs for Adult New Readers.*** New Readers Press, c1998.

Saal, Rollene. ***The New York Public Library Guide to Reading Groups.*** Crown. 1995.

©State Library of Ohio 2002

MAGAZINES:

"Book Clubs Give Moms, Daughters Time to Share." *Knight-Ridder/Tribune News Service,* December 16, 1997.

"The Cinderblock Café" by Carolyn Caywood. *School Library Journal,* January, 1997, p.45.

"Bonding Through Books: A Librarian Finds That Mothers and Their Pre-teen Daughters Have a Lot to Talk About Over Books." By Susan R. Farber. *School Library Journal,* April, 1997, p. 57.

"Having Their Say: How to Lead Great Book Discussions With Children." By Caroline Ward. *School Library Journal,* April, 1998, p. 24.

WEBSITES

BOOK MUSE
http://bookmuse.com/index.asp
This site offers book group members and avid readers of all ages, materials, support, and guidance to enhance the reading and discussion of books, all in a one-stop comprehensive website.

SEATTLE PUBLIC LIBRARY/TIPS ON BOOK DISCUSSION GROUPS
http://www.spl.lib.wa.us/booklists/bookclubs.html
Ideas for setting up a book discussion group from the Washington Center for the Book at the Seattle Public Library.

HARPER COLLINS PUBLISHERS
http://www.harpercollins.com/hc/readers/index.asp
This site is intended to enhance your reading individually and as a group book discussion series.

©State Library of Ohio 2002

APPENDIX B

ORGANIZATIONS/CONTACT INFORMATION

NATIONAL STORYTELLING NETWORK
http://www.storynet.org/NSN/ABOUTNSN.HTM
This group has as its mission, "Bringing together and nurturing all individuals and organizations that use the power of storytelling in all its forms." They host a National Conference each year and many well-known tellers participate. The site features a Directory of Storytellers. Ohio's State Liaison to this organization is Chris King. Contact him at: chris@creativekeys.net

BUBBE'S BACK PORCH
http://www.bubbe.com/
Abbe Don's Bubbe's Back Porch features stories about her family, other stories she enjoys, and provides you an opportunity to tell her a story.

NATURE STORIES

http://www2.h-net.msu.edu/~nilas/seasons/
This site is dedicated to offering seasonal nature stories and provide an extensive bibliography for any storyteller, teacher, or general reader who is seeking stories and legends about animals, plants, and the land itself. "Stories for the Seasons" is sponsored by The Nature In Legend and Story Society (NILAS) and H-Net, Humanities and Social Sciences On-Line.

THE MOONLIT ROAD
http://www.themoonlitroad.com
The Moonlit Road is a storytelling journey down the dark and mysterious backroads of the American South. Each month this site features odd and spooky folktales from throughout the South told by some of the region's best storytellers.

"THE VALUE OF STORY SHARING"
http://www.berthelotconsulting.pen.net/drdolly/story.htm
Communication consultant and writer Dr. Dolly Berthelot explores the many benefits of sharing fictional, folklore, and especially life experience stories, interpersonally and in personal writing as well as in teaching, speeches, and performances

STORYTELLING AS A HEALING ART
http://main.tellink.net/~nancymellon/
Storytelling as a Healing Art offers experiential training in storymaking and storytelling as a creative and transformative process. It is designed for caring professionals, as well as

©State Library of Ohio 2002

parents, teachers, professional storytellers, and others who wish to develop new understanding, skill, confidence, and refinement in storytelling as a healing art.

STORY BAG; A NATIONAL STORYTELLING NEWSLETTER
http://www.swiftsite.com/storyteller/instbag.htm
The Story Bag; A National Storytelling Newsletter has been published since 1981. At this site you can read sample articles, find an updated listing of storytelling events worldwide, and learn how to enter a drawing for a free e-mail subscription

OHIO ORGANIZATIONS & CONTACTS

BOBBIE'S BOOKS
Pam Krenzke
North Education Center
100 Arcadia Avenue
Columbus, OH 43202
PH: 614-365-8922
e-mail: pkrenzke@aol.com

UNITED SERVICES FOR EFFECTIVE PARENTING
4245 Donlyn Court
Columbus, Ohio 43232
PH: 614-868-8600 or 1-800-262-4kids
e-mail: usepohio@usepohio.com

STORYTELLERS OF CENTRAL OHIO
President, Emil McVeigh
6559 Portsmouth Drive
Reynoldsburg, OH 43068
PH: 614-866-5682
e-mail: ecmcv6559@aol.com

OHIO ORDER FOR THE PRESERVATION OF STORYTELLING
Melanie Pratt
1343-C Ida Avenue
Columbus, Oh 43212
PH: 614-481-9674
e-mail: mpratt@ohiohistory.org

OHIO COMMISSION ON HISPANIC/LATINO AFFAIRS
77 South High St. 18th Floor
Columbus, OH 43215
PH: 614-466-8333
http://www.state.oh.us/spa/about.htm
The Commission on Hispanic/Latino Affairs provides leadership in addressing issues concerning Hispanic/Latino Ohioans. The Commission serves as a liaison between government and the Hispanic/Latino community in Ohio and advocates the development and implementation of policies and programs to address the needs of the Hispanic/Latino Ohioans, especially but not limited to education, employment, economic development, health and housing. For a PDF listing of available translators in Ohio go to: http://www.state.oh.us/spa/translators.pdf

©State Library of Ohio 2002
BEST COPY AVAILABLE

HBHF PROJECT STAFF CONTACTS

Ruth Metcalf
Library Development Consultant
State Library of Ohio
274 E. First Avenue
Columbus, OH 43201
PH: 614-644-6910 or
rmetcalf@sloma.state.oh.us

Tony Petruzzi
Children's Coordinator
Morley Library
184 Phelps Street
Painesville, OH 44077-3926
PH: 1-440-352-3383
petruzto@oplin.lib.oh.us

Cathy Norman
Children's Librarian
Fairport Public Library
335 Vine Street
Fairport Harbor, OH 44077-5799
PH: 1-440-354-8191
Cathy.Norman@faiport.lib.oh.us

Sue McCleaf Nespeca
KIDLITPLUS CONSULTING
1743 Ridgelawn Avenue
Youngstown, OH 44509
PH: 330-799-0310
nespecas@oplin.lib.oh.us

©State Library of Ohio 2002

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

X	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").